

# **PATERSON PUBLIC SCHOOLS**

## **ANNUAL REPORT**

### **EVALUATION OF DISTRICT EDUCATION PLAN 2000-2001**

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State District Superintendent of Schools

**All Children Can Learn**

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## **Introduction**

The district continues to expand and refine its numerous efforts to provide opportunities for all students and staff to maximize the teaching and learning process, resulting in increased student achievement and performance outcomes. As we review our year-end assessments, student-related services, and compliance indicators, we continue to strive to maintain, and where appropriate, to modify, current programs and practices that will best assist ongoing improvement in student performance towards meeting State Standards Certification. Our goal remains to align classroom instruction with the Core Curriculum Content Standards with our curriculum at all grade levels so that all of our children will be able to attain the benchmarks set by the schools, as well as attain the state standards in all areas in grades 4, 8, and 11 within the next three years. Hence, a thorough review of best practices and learning is an ongoing process. The success of all district strategies as discussed in the 2000-2001 District Education Plan have been reviewed in relationship to their impact on established benchmarks. The following 7 areas highlight our focus during the 2000-2001 school year.

### **1. Improving Student Achievement**

The district engaged students in a variety of activities geared to prepare them to develop mastery of the Core Curriculum Content Standards and consequently, improved performance on the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Test (HSPT). Targeted activities included but were not limited to:

- Continued the innovative **Off-Campus Staff Development Program**, allowing the District to enhance its staff development initiatives beyond the regularly scheduled staff in-service days and common planning times.
- Expanded our **Principals' Institute** in both scope and content to ensure that administrative supervision and observation were properly aligned with District goals.
- Provided selected schools with additional staff for 3<sup>rd</sup> grade classrooms to **reduce class size** in preparation for ESPA.
- Continued to improve the **integration of technology** into instruction through the continuance of the Technology Challenge Grant for School #4 including application software for writing, science, mathematics, and social studies.
- Expanded **after school, before school, and summer programs** to more grade levels and sites to help students better master the Core Curriculum Content Standards in reading, writing, mathematics, science and social studies.
- Offered **experimental/field activities** to help students relate concepts and skills to real life situations.
- Continued a mandatory, district-wide ten-minute **sustained silent reading** period in every elementary classroom.
- Implemented the **Reading Standards Committee** and provided a districtwide summer reading standards Literacy Enrichment Academic Program (LEAP) as an intervention for struggling students in jeopardy of retention in grades 1 and 5.
- Continued the **extended year program** in primary grades at three sites (195 days).
- Continued the **190-day school year** for all 11<sup>th</sup> graders.
- Continued **partnerships with colleges and businesses** such as Stevens Institute of Technology, St. Peter's College, Passaic County Community College, Massachusetts Institute of Technology, William Paterson University, Ramapo College, and Lucent Technologies.
- Continued **Paterson Innovative Academies** to engage community members through an on-going outreach support
- Continued the **Performing Arts Academy** to operate with a full enrollment in grades 5-8.
- Expanded **BUILD Academy** by one grade level.

- Continued to phase in the new **local assessment initiatives** (grades 3, 7, and 9) and adopted the NJ PASS assessment program in grades 1, 2, 5, and 6 to better measure mastery of the Core Curriculum Content Standards.
- Continued to develop and implement a **central/site-based students' database** to provide more comprehensive services to students, parents and staff. The database contains student demographics, grades, transcripts, testing results, health records, attendance patterns, dropout, and suspension records.

Scores on the Elementary School Proficiency Assessment increased in all three areas. Scores in language arts literacy (66.3% passing) evidenced a gain of 31.5 percentage points over the 2000-2001 scores. All of the 29 schools tested (100%) showed increases ranging from 6.8% to 58.5%. In mathematics, 48.2% of fourth grade students passed; an increase of 8.8 percentage points over the 2000 school year. Scores in 19 of the 29 schools (65.5 %) increased from 1.4% to 68.0%. Science scores (73.3 %) evidenced a gain of 8.7 percentage points over the 1999-2000 score. Scores in 21 of the 29 schools (72.4%) increased from 0.7% to 54.1%.

The Grade Eight Proficiency Assessment scores in mathematics (46.5% passing) evidenced a gain of 0.7.percentage points over the 1999-2000 scores. Mathematics scores in 14 of the 22 schools tested (63.6%) increased from 0.4% to 22.4%. In language arts, 63.1% of eighth grade students passed. This very slight decrease reflects the decrease that occurred across the state. Scores in 9 of the 22 schools (40.9 %) increased from 3.4% to 28.4%. Science scores (49.6 %) evidenced a gain of 12 percentage points over the 1999-2000 score. Scores in 20 of the 22 schools (90.9%) increased from 1.9% to 44.7%.

The increase in HSPT scores is indicative of the district's progress in reading, writing, and mathematics. The 60.1% passing rate in reading represents a gain of 6.5 percentage points over the 1999-00 aggregate scores. In writing, 79.2% of eleventh grade students passed. A substantial gain of 12.7 percentage points indicates success of the district's emphasis on classroom instructional strategies addressing writing. In mathematics, 80.5% of eleventh grade students passed, noting a gain of 6.0 percentage points.

## **2. Implementing Whole School Reform**

The district worked with each of the 32 elementary schools to ensure that they were fully operational with Whole School Reform Implementation Plans, Technology Plans, Staff Development Plans, and School-based Budgets.

The three secondary schools and the Innovative Academies have all selected Whole School Reform models and are working toward full implementation in the 2001-2002 school year.

### **3. Achieving appropriate staff certification.**

The district continued to make a concerted effort to recruit a cadre of teachers that reflects the diversity of the student population by conducting a *Paterson Resident Job Fair*. Additionally, the district successfully replicated last year's all-day job fair to recruit certified staff of diverse ethnic backgrounds. Advertisements were placed in newspapers that reached potential applicants from the tri-state area. Job openings are also posted on the website for the Paterson Public Schools (<http://www.paterson.k12.nj.us/~pps/job.html>). The district is working towards achieving appropriate staff certification through staff development and the hiring of qualified teachers with special effort made to recruit minorities. These initiatives will continue in 2001-2002.

### **4. Professional Development.**

The district's multi-level approach to staff development offered our entire certificated teaching staff many opportunities for staff development. It is our intention that staff development provided by Whole School Reform models, district designed programs and cluster team support continues to ensure that greater gains in student achievement remains our priority.

### **5. Enhancing Facilities**

The district is working to upgrade facilities and to provide adequate classrooms, libraries, science laboratories and other space for the implementation of the Core Curriculum Content Standards. To that end, the district completed the following projects during the 2000-2001 school year:

- Reduction of substandard spaces from 124 in 1995 to 2 as of this current year.
- Complete rewiring of the Paterson School System for state-of-the-art communications technology.
- Renovation of the cafeterias and roofs at Eastside and Kennedy High Schools; and the TV Studio at Kennedy High School
- Construction of classrooms and science labs at Schools 18, 20, 21, 24 and 27.
- Construction of additions to schools 13, 21, and 27.
- Construction of addition at the Mini Mall (lower level) to expand Paterson's offsite academies.
- Renovation of classroom space for a reading room at School 4.

The following projects are scheduled for completion during the 2001-2002 school year:

- Construction of additional classrooms and computer space at the Mini Mall for Health and Related Professions Academy (HARP) and Metro Paterson Academy for Communications and Technology (MPACT)
- Construction for computer space at Mini Mall
- Construction of classroom space at 137 Ellison Street

## 6. Reducing the Dropout Rate and Increasing Attendance

The district has developed strategies for ensuring that students attend school regularly and for reducing the dropout rate. To that end, the district has accomplished the following:

- Utilized the services of five (5) full time attendance officers at Eastside and Kennedy High Schools. Two (2) attendance officers were assigned to work with 9<sup>th</sup> grade students based on the size of the freshman classes and the incidence of dropouts at the 9<sup>th</sup> grade. One full time attendance officer was assigned to Rosa Parks School of Fine and Performing Arts
- Continued the teen parenting/daycare program along with the Paterson Village Initiative, thus reducing absenteeism and subsequently the dropout rate for specific groups.
- Hired one part-time **home-school liaison** for each school from the Paterson community to collaborate with the principal and the school management team members to improve communication between home and school.

## 7. Strengthening parent and community relations

The District continued to support the Marilyn Moreheuser Parent Center. This center continues to provide support to parents and community to empower them to better partner with the district. Home School Liaisons worked in each school to coordinate activities and disseminate information to parents and community organizations. The Mom and Pop Mobile also provided opportunities for parents to discuss the academic growth and development for their children.

Additionally, the district provided Board of Education members with opportunities for team building and development of leadership and policy-making skills through attendance at various School Board Association activities as well as district and community sponsored workshops.

A retreat for Board of Education commissioners from the State Operated School Districts was held on February 24, 2001. The purpose of the meeting was to provide board members and central office staff an open forum to collaborate and exchange ideas related to the unique experiences in their state operated districts. Participants were provided with current information and pending strategic proposals for returning districts to local control. Suggestions and recommendations for transitional and legislative proposals relating to the procedures for returning districts to local control were also discussed.

## **Program Expansion for 2001-2002 School Year**

### **Elementary Schools**

Professional development will be continued in the 2001-2002 school year based on a review of the strategies outlined in the *District's Education Plan* and subsequent test data on ESPA, GEPA, and HSPT.

#### **Early Childhood Education**

The district is actively engaging in a comprehensive early childhood education program for students ages three and four. Paterson continues to offer our parents and our community an extensive preschool program in collaboration with community child care agencies to serve the universe of three and four year olds. This includes district level staff development opportunities for the teachers and instructional assistants in the agencies serving our preschoolers.

#### **Pre-Kindergarten – Kindergarten**

Ongoing professional activities will be provided to pre-kindergarten – kindergarten teachers and instructional assistants. Strategies will include changes in the teaching and learning processes which call for teachers to monitor student progress, determine effectiveness of instructional strategies and align curriculum on an ongoing basis. Long-term developmental activities are key to this process. As we continue to implement full day programs for three, four, and five year old children, all staff will require ongoing tools, strategies and expectations for these students as they enter and exit each grade/age level.

#### **Grades K-5**

Ongoing in-service training will be provided to all K-5 teachers as part of the new language arts adoption process. Beginning in September 2001, the new basal series for grades K-5 will be Harcourt's *Connection*, a fully integrated language arts series. Each teacher will receive a full day of training at the beginning of the year and additional training and support during the year. The training will focus on "best practice" language arts instruction supported by the new basal materials.

#### **Grades 5-8**

The district will open an alternative school to better serve the needs of our grades 5 through 8 population



## **Grades 1-8**

The district will continue to implement extensive staff development by preparing and sending to the schools a cadre of selected and trained substitute teachers with lesson plans that incorporate writing process activities, story mapping, open-ended questions, problem-solving strategies, use of manipulatives for concept development, calculators, and “active learning”. While these trained substitute teachers conduct classes using these lesson plans, large groups of teachers will be given workshops on the improvement of instruction as part of the district’s innovative and expanded off-campus staff development program.

The district will continue to support effective staff development programs across grade levels. Opportunities will be designed to capture valuable time to train teachers in grades 1-8 to deliver high quality instruction which support the Core Curriculum Content Standards. The following initiatives will remain our focus:

- Provide staff development to teachers during a series of common prep times, grade level meetings and after-school sessions to review the correlation among the Curricula, and to develop student-centered instructional practices incorporating Core Curriculum Content Standards. Materials to be used include the GEPA/ESPA specifications, New Jersey Frameworks, district curricula, resource guides, and professional literature.
- Continue district in-service sessions to teachers of grades 1-8 focusing on specific content areas and connecting Core Curriculum Content Standard topics/themes for math, science, social studies and language arts (interdisciplinary).

## **Reading Standards Committee**

During the 2000-2001 school year, a Reading Standards Committee was instituted to identify students in grades 1 and 5 who are reading 6 months or more below grade level and are in jeopardy of grade retention. The Reading Standards Committee developed reading standards aligned with the New Jersey Core Curriculum Content Standards for grades 1 and 5 as well as benchmark reading standards for grades 2 and 6. Students in grades 1 and 5 who fall below the established standards will participate in the Literacy Enrichment Academic Program (LEAP) program which includes a special summer program and additional services including daily tutorial periods and extended day instruction. Teachers of grades 1, 2, 5, and 6 will continue to be provided with staff development on the standards and strategies to integrate them with language arts instruction.

**Program Expansion for 2001-2002 School Year**  
**Secondary Schools**

**Secondary Grades 9-12**

Student performance and outcome data for Paterson's three high schools continues to clearly demonstrate the dichotomy between the two large high schools; Kennedy and Eastside with enrollments of over 2000, and Rosa Parks High School with 266 students. At Kennedy High School, 56.6% of students passed all three sections of the High School Proficiency Test during the 2000-2001 school year. At Eastside High School 40.0% of students passed all three sections of the High School Proficiency Test while at Rosa Parks High School, 84.6% passed all three sections of the test. The district examined successful practices at Rosa Parks High School (small groups, similar interest in careers) that contributed to student achievement. Therefore, the district is continually expanding its smaller learning career academies (within and/or offsite) to afford students similar opportunities to those students at Rosa Parks High School to excel academically.

To that end, our high school students are facing a more challenging curriculum that will engage them in active learning. The career-learning academies in the two large comprehensive high schools are being strengthened and expanded. They are part of the larger district plan for restructuring the entire school system, K-12, in which a culture of innovation can grow among teachers, students and parents without going outside of the system. Continuing its effort to provide greater choice and an environment to support academic achievement and the educational needs of its diverse population, three new high school smaller learning communities will open in September 2001.

- The Bringing Real Arts Vision and Opportunity, **BRAVO**, Academy, which will be part of Kennedy High School, will focus on arts education.
- **The Eastside Café**, a program at Eastside High School that will mirror Kennedy High School's Westside Café, is a culinary arts program. Sharing time between Eastside Café and the classroom, the curriculum operates on a multi-disciplinary approach. Students with disabilities receive reinforcement and training in functional academics, pre-vocational and vocational instruction, cognitive and social development, along with work opportunities.
- The **International High School** will open this fall with a mission of providing a world-class comprehensive education. Students will learn in an environment that respects diversity, maintains high academic standards and provides a full range of academic subjects infused with technology.

Each career academy has its own theme and employs a variety of teaching styles and strategies in order to meet the needs of the diverse student body. Presently, all of Paterson's Career Learning Academies are at different stages of development. To better assess each academy, all students' outcome and performance data, in addition to attendance and dropout data, was disaggregated.

**The passing rate of academy students on the HSPT, when taken as a group, exceeds that of the District high school population as a whole.**

- The aggregate scores for the Paterson academies/small learning communities exceeded the district average in all three content areas.
- The aggregate scores in reading for the academies/small learning communities exceeded the district average by 10.3 percentage points.
- The aggregate scores in mathematics for the academies/small learning communities exceeded the district average by 10.7 percentage points.
- The aggregate scores in writing for the academies/small learning communities exceeded the district average by 6.2 percentage points.
- Students passing all three sections in the academies/small learning communities exceeded the district average by 18.8 percentage points.
- The aggregate scores for students in the academies/small learning communities exceeded the State standard in mathematics and writing.
- In 6 of the 10 academies HSPT scores were higher than the District population as a whole in reading, writing, and math. (Business Technology Academy (BTA), Renaissance of the Open Mind (ROOM), Public Service Academy (PSA), Science, Technology Engineering and Math (STEM), Communications, Government and Law)
- The Urban Planning and Applied Technology Academy (UPAT) had HSPT scores higher than the District population as a whole in mathematics,

Additional efforts at the secondary level include:

- Expansion of the **Innovative Academies** both in number and in size as smaller learning communities for secondary students at various alternate sites throughout the city.
  - **Health and Related Professions Academy (HARP)** will continue to operate with a full enrollment of grades 9 to 12.
  - The **Garrett Morgan Transportation Academy, Montclair State University Paterson Pre-Collegiate Teaching Academy (MSUPTA)**, and **Metro Paterson Academy for Communications and Technology (MPACT)** will expand by one grade level.
  - **PANTHER Academy** and the new **International High School** will open for the first time with a freshman class.
- Exploration of **new facilities** and implementation of 5-year facility plan.
- Continuation of **expanded staff development** via an aggressive off-campus approach.
- Assignment of staff members in each school to complement each site-based instructional program, including but not limited to **facilitator, technology coordinator and media specialist.**
- A longer school year for **190 days** for our eleventh grade students
- Support and tutorials during **extended school day and Saturday programs**
- **In-service content courses** emphasizing mathematics, reading, and writing skills for mathematics, English, science, and social studies teachers, based on the N.J. Core Curriculum Content Standards including, but not limited to:
  - Creating open-ended questions and rubric scoring to improve the response to this type of item on the tests;
  - Continuing specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards;
  - Providing intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPA reading, writing, and mathematics skills across departments and disciplines, specifically targeting grade 10 and 11 staff.

- Increasing professional development sessions to include:
  - Registered Holistic Scoring
  - Use of rubrics
  - Writing Process
  - Use of Writing Prompts
  - Open-ended questions
  - Text types
  - Active Instruction vs. Passive Instruction
  - Demonstration Lessons
  - Student-centered instruction
  - Dynamics of the new grade 11 HSPA

## **SECTION I**

### **A. STUDENT ACHIEVEMENT/BENCHMARK TABLES**

# ***BENCHMARK TABLES***

***A 1.Elementary School Proficiency Assessment (ESPA)***

***Grade 4***

## ESPA District Performance

*(Pages 10-13 of the Education Plan)*

*This section reports on the performance of the district against established benchmarks. It also compares student test results for the 2000-2001 year to student performance in 1999-2000. The bar graph on page 16 displays the district ESPA scores for the 1998-1999, 1999-2000 and 2000-2001 school years.*

*The benchmark tables (pages 17-26) are divided into two sections:*

1. The left section displays two years of test results and the 2000-2001 benchmark
2. The right section of the table shows three different comparisons of the results:

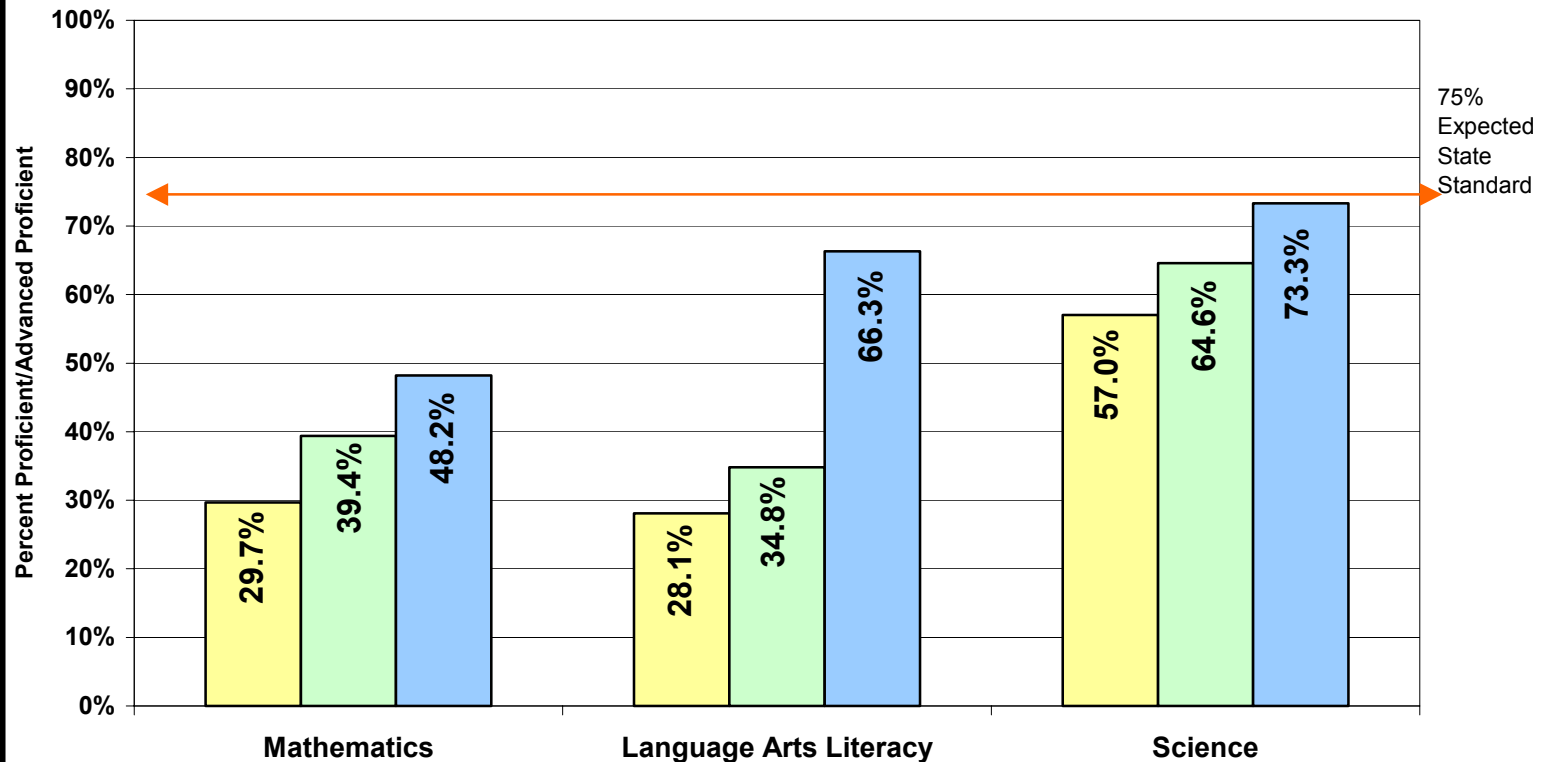
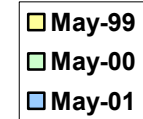
### District Performance

- Differences between the **current year** performance and **last year's** performance, which are +31.5 in language arts literacy, +8.8 in mathematics and +8.7 in science.
- Differences between **benchmark** and **current year's** performance, which are +18 in language arts literacy, -2.9 in mathematics and -5.2 in science.
- Differences between **actual** performance against **state standards** of 75% passing, which are -8.7 in language arts literacy, -26.8 in mathematics and -1.7 in science.

### Elementary School Performance

1. Schools 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, MLK, RC, and NSW met their benchmark in language arts literacy.
2. Schools 1, 2, 12, 16, 17, 18, 19, 20, 24, 25, 28, 29, and MLK met their benchmark in mathematics.
3. Schools 1, 11, 12, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, and MLK and RC met their benchmark in science.
4. Schools 1, 2, 3, 9, 16, 18, 19, 20, 27, 29, MLK, NSW and RC exceeded state standards of 75% passing in language arts literacy.
5. Schools 1, 16, 20, and RC exceeded state standards of 75% passing in mathematics.
6. Schools 1, 2, 3, 9, 16, 18, 19, 20, 25, 26, 27, 28, 29, MLK, NSW, and RC exceeded the state standard of 75% passing in science.
7. Current year performance improvements over last year results at the elementary schools are as follows:
  - Scores in 29 of the 29 schools (100%) had increases ranging from 6.8% to 58.5% in language arts literacy (page 66)
  - Scores in 19 of the 29 schools (65.5%) had increases ranging from 1.4% to 68 % in mathematics (refer to chart on page 68)
  - Scores in 21 of the 29 schools (72.4%) had increases ranging from 0.7% to 54.1 % in science (refer to chart on page 69)

**Paterson Public Schools  
Elementary School Proficiency Assessment  
A Three Year Comparison 1999-2001**



**Elementary School Proficiency Assessment (ESPA)-Grade Four**

- Mathematics scores increased 18.5 percentage points from May 1999-to -May 2001
- Language Arts Literacy scores increased 38.2 percentage points from May 1999-to -May 2001
- Science scores increased 16.3 percentage points from May 2000-to -May 2001



***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***District Summary Student Performance***

**LANGUAGE ARTS LITERACY**

Indicator	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	RESULTS		
				+or- 1999-00 Actual	+or- Benchmark	+or- State Standard
ESPA	34.8	66.3	48.3	+31.5	+18.0	-8.7

**MATHEMATICS**

Indicator	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	RESULTS		
				+or- 1999-00 Actual	+or- Benchmark	+or- State Standard*
ESPA	39.4	48.2	51.1	+8.8	-2.9	-26.8

**SCIENCE**

Indicator	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	RESULTS		
				+or- 1999-00 Actual	+or- Benchmark	+or- State Standard*
ESPA	64.6	73.3	68.1	+8.7	-5.2	-1.7

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**LANGUAGE ARTS LITERACY**

<b><u>CLUSTER I</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 1	53.3	86.2	60.5	+32.9	+25.7	+11.2
SCHOOL 3	69.2	81.3	71.1	+12.1	+10.2	+6.3
SCHOOL 6	20.7	46.6	38.3	+25.9	+8.3	-28.4
SCHOOL 9	58.8	78.5	64.2	+19.7	+14.3	+3.5
SCHOOL 11	4.2	52.4	27.8	+48.2	+24.6	-22.6
SCHOOL 21	32.4	42.1	46.6	+9.7	-4.5	-32.9
SCHOOL 26	34.6	68.0	48.1	+33.4	+19.9	-7.0
SCHOOL 27	29.0	76.0	44.3	+47.0	+31.7	+1.0
NSW	70.8	100	72.2	+29.2	+27.8	+25.0

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**LANGUAGE ARTS LITERACY**

<b><u>CLUSTER II</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	44.0	80.0	54.3	+36.0	+25.7	+5.0
SCHOOL 5	41.2	74.3	52.5	+33.1	+21.8	-0.7
SCHOOL 8	29.4	62.5	44.6	+33.1	+17.9	-12.5
SCHOOL 10	17.7	58.1	36.8	+40.4	+21.3	-16.9
SCHOOL 12	31.3	56.3	45.9	+25.0	+10.4	-18.7
SCHOOL 13	43.7	50.5	54.1	+6.8	-3.6	-24.5
SCHOOL 15	20.9	29.8	38.5	+8.9	-8.7	-45.2
SCHOOL 18	63.9	93.0	67.6	+29.1	+25.4	+18.0
SCHOOL 20	50.8	89.8	58.9	+39.0	+30.9	+14.8
SCHOOL 24	31.7	68.8	46.1	+37.1	+22.7	-6.2
SCHOOL 25	34.2	74.6	47.8	+40.4	+26.8	-0.4
SCHOOL 28	4.5	41.5	27.9	+37.0	+13.6	-33.5
MLK	48.2	83.9	57.1	+35.7	+26.8	+8.9

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**LANGUAGE ARTS LITERACY**

<b><u>CLUSTER IV</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 14	20.9	29.8	38.9	+8.9	-9.1	-45.2
SCHOOL 16	32.6	87.9	46.7	+55.3	+41.2	+12.9
SCHOOL 17	22.6	66.7	40.1	+44.1	+26.6	-8.3
SCHOOL 19	23.6	82.1	40.5	+58.5	+41.6	+7.1
SCHOOL 29	24.4	75.7	41.3	+51.3	+34.4	+0.7
RC	71.4	94.1	73.0	+22.7	+21.1	+19.1
EWK	15.2	35.0	35.1	+19.8	-0.1	-40.0

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**MATHEMATICS**

	RESULTS					
<b><u>CLUSTER I</u></b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
	-----	-----	-----	-----	-----	-----
SCHOOL 1	55.2	79.3	61.8	+24.1	+17.5	+4.3
SCHOOL 3	69.2	53.1	71.1	-16.1	-18.0	-21.9
SCHOOL 6	23.0	20.0	40.3	-3.0	-20.3	-55.0
SCHOOL 9	70.0	68.2	72.2	-1.8	-4.0	-6.8
SCHOOL 11	21.7	30.0	39.5	+8.3	-9.5	-45.0
SCHOOL 21	21.4	31.6	39.3	+10.2	-7.7	-43.4
SCHOOL 26	36.5	26.0	49.3	-10.5	-23.3	-49.0
SCHOOL 27	39.1	50.0	51.1	+10.9	-1.1	-25.0
NSW	84.0	61.9	87.7	-22.1	-25.8	-13.1

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**MATHEMATICS**

<b><i><u>CLUSTER II</u></i></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	40.0	63.3	51.7	+23.3	+11.6	-11.7
SCHOOL 5	56.0	42.9	62.3	-13.1	-19.4	-32.1
SCHOOL 8	43.1	45.8	53.7	+2.7	-7.9	-29.2
SCHOOL 10	28.6	21.2	44.1	-7.4	-22.9	-53.8
SCHOOL 12	18.8	43.8	37.5	+25.0	+6.3	-31.2
SCHOOL 13	38.4	46.2	50.6	+7.8	-4.4	-28.8
SCHOOL 15	21.5	12.7	39.3	-8.8	-26.6	-62.3
SCHOOL 18	47.2	66.7	56.5	+19.5	+10.2	-8.3
SCHOOL 20	56.9	89.8	62.9	+32.9	+26.9	+14.9
SCHOOL 24	33.3	50.0	47.2	+16.7	+2.8	-25.0
SCHOOL 25	44.7	71.9	54.8	+27.2	+17.1	-3.1
SCHOOL 28	10.0	36.9	31.7	+26.9	+5.2	-38.1
MLK	54.1	62.5	61.1	+8.4	+1.4	-12.5

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**MATHEMATICS**

<b><u>CLUSTER IV</u></b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>RESULTS</b>		
				<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 14	32.6	12.8	46.7	-19.8	-33.9	-62.2
SCHOOL 16	23.2	91.2	40.5	+68.0	+50.7	+16.2
SCHOOL 17	32.7	51.3	46.8	+18.6	+4.5	-23.7
SCHOOL 19	33.3	50.0	33.6	+16.7	+16.4	-25.0
SCHOOL 29	42.2	63.9	53.1	+21.7	+10.8	-11.1
RC	81.0	82.4	83.1	+1.4	-0.7	+7.4
EWK	37.8	29.3	50.2	-8.5	-20.9	-45.7

**PATERSON PUBLIC SCHOOL DISTRICT**

**Elementary School Proficiency Test**

***School Summary Student Performance***

**SCIENCE**

<b><u>CLUSTER I</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 1	83.3	96.6	85.7	+13.3	+10.9	+21.6
SCHOOL 3	88.4	81.3	91.8	-7.1	-10.5	+6.3
SCHOOL 6	45.0	48.4	55.0	+3.4	-6.6	-26.6
SCHOOL 9	81.8	79.4	83.5	-2.4	-4.1	+4.4
SCHOOL 11	37.5	52.4	50.0	+14.9	+2.4	-22.6
SCHOOL 21	57.7	55.3	63.5	-2.4	-8.2	-19.7
SCHOOL 26	63.4	76.0	67.3	+12.6	+8.7	+1.0
SCHOOL 27	60.9	82.0	65.6	+21.1	+16.4	+7.0
NSW	92.0	95.2	95.7	+3.2	-0.5	+20.2



***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**SCIENCE**

<b><u>CLUSTER II</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	76.0	76.7	79.3	+0.7	-2.6	+1.7
SCHOOL 5	82.3	67.1	84.6	-15.2	-17.5	-7.9
SCHOOL 8	62.8	64.6	66.9	+1.8	-2.3	-10.4
SCHOOL 10	79.0	57.0	81.3	-22.0	-24.3	-18.0
SCHOOL 12	56.2	70.8	62.5	+14.6	+8.3	-4.2
SCHOOL 13	72.4	73.6	75.2	+1.2	-1.6	-1.4
SCHOOL 15	44.3	55.6	54.5	+11.3	+1.1	-19.4
SCHOOL 18	81.9	91.7	83.8	+9.8	+7.9	+16.7
SCHOOL 20	73.8	91.8	76.7	+18.0	+15.1	+16.8
SCHOOL 24	52.4	72.9	59.9	+20.5	+13.0	-2.1
SCHOOL 25	57.9	82.5	63.6	+24.6	+18.9	+7.5
SCHOOL 28	21.3	75.4	39.2	+54.1	+36.2	+0.4
MLK	72.9	77.3	75.3	+4.4	+2.0	+2.3

***PATERSON PUBLIC SCHOOL DISTRICT***

***Elementary School Proficiency Test***

***School Summary Student Performance***

**SCIENCE**

<b><u>CLUSTER IV</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>1999-00 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 14	60.4	55.3	65.3	-5.1	-10.0	-19.7
SCHOOL 16	53.5	93.8	60.7	+40.3	+33.1	+18.8
SCHOOL 17	63.0	74.4	67.0	+11.4	+7.4	-0.6
SCHOOL 19	70.2	89.3	80.0	+19.1	+9.3	+14.3
SCHOOL 29	75.6	86.5	77.5	+10.9	+9.0	+11.5
RC	100.0	100	100.0	0	0	+25.0
EWK	66.7	53.7	69.5	-13.0	-15.8	-21.3

# ***BENCHMARK TABLES***

## ***A 2. Grade Eight Proficiency Assessment (GEPA)***

### ***Grade 8***

## GEPA District Performance

*(Pages 16-18 of the Education Plan)*

*This section reports on the performance of the district against established benchmarks. It also compares student test results for the 2000-2001 year to student performance in 1999-2000. The bar graph on page 29 displays the district GEPA scores for the 1998-1999, 1999-2000 and 2000-2001 school years.*

*The benchmark tables (pages 30-36) are divided into two sections:*

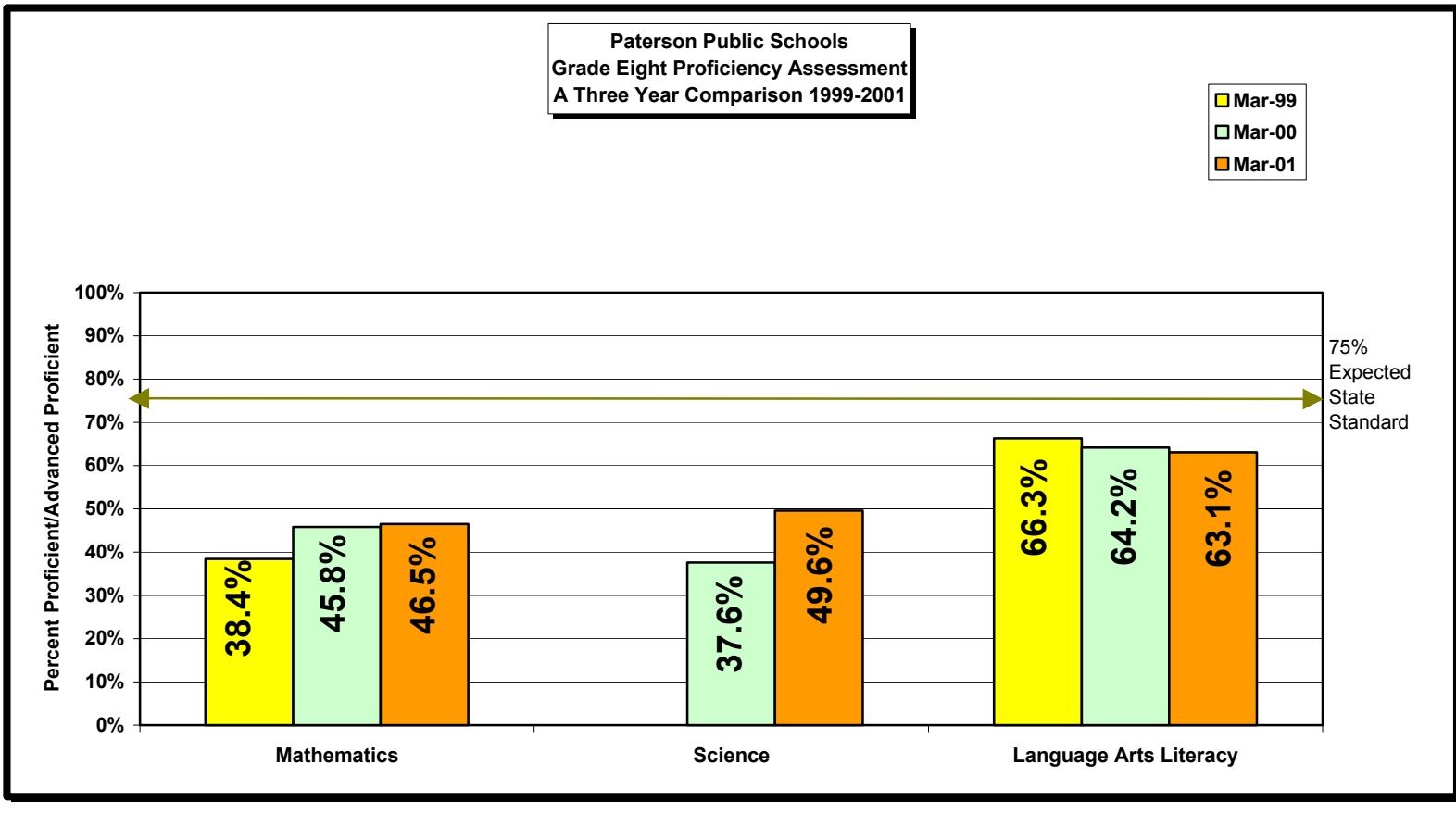
3. The left section displays two years of test results and the 2000-2001 benchmark
4. The right section of the table shows three different comparisons of the results:

### District Performance

- Differences between the **current year** performance and **last year's** performance, which are -1.1 in language arts literacy, +0.7 in mathematics and +12 in science.
- Differences between **benchmark** and **current year's** performance, which are -4.7 in language arts literacy, -9.0 in mathematics and -0.5 in science.
- Differences between **actual** performance against **state standards** of 75% passing, which are -11.9 in language arts literacy, -28.5 in mathematics and -25.4 in science.

### Elementary School Performance

8. Schools 3, 7, 10, 18, 24, 25, 26, 27 and Martin Luther King met their benchmark in language arts literacy.
9. Schools 3, 7, 13, 18, 25, 27, and Norman S. Weir met their benchmark in mathematics.
10. Schools 3, 7, 8, 9, 11, 18, 21, 24, 25, 26, and 27 met their benchmark in science.
11. Schools 3, 7, 9, 18, 27, and Norman S. Weir exceeded state standards of 75% passing in language arts literacy.
12. Schools 3, and Norman S. Weir exceeded state standards of 75% passing in mathematics.
13. School 9 exceeded the state standard of 75% passing in science.
14. Current year performance improvements over last year results at the elementary schools are as follows:
  - Scores in 9 of the 22 schools (40.9%) increased anywhere from 3.4% to 28.4% in language arts literacy (refer to chart on page 72)
  - Scores in 14 of the 22 schools (63.6%) increased anywhere from 0.4% to 22.4 % in mathematics (refer to chart on page 73)
  - Scores in 20 of the 22 schools (90.9%) increased anywhere from 1.9% to 44.7 % in science (refer to chart on page 74)



- Mathematics scores increased 8.1 percentage points from March 1999-to -March 2001
- Science scores increased 12 percentage points from March 2000-to -March 2001
- Language Arts Literacy scores decreased 3.2 percentage points from March 1999-to -March 2001\*

\* Language Arts scores remain above 60% passing

# ***PATERSON PUBLIC SCHOOL DISTRICT***

## ***Grade Eight Proficiency Assessment\****

### ***District Summary Student Performance***

#### LANGUAGE ARTS LITERACY

<b>Indicator</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>RESULTS</b>		
				<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>GEPA</b>	<b>64.2</b>	<b>63.1</b>	<b>67.8</b>	<b>-1.1</b>	<b>-4.7</b>	<b>-11.9</b>

#### MATHEMATICS

<b>Indicator</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>RESULTS</b>		
				<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>GEPA</b>	<b>45.8</b>	<b>46.5</b>	<b>55.5</b>	<b>+0.7</b>	<b>-9.0</b>	<b>-28.5</b>

#### SCIENCE

<b>Indicator</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>1999-00 Benchmark</b>	<b>RESULTS</b>		
				<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>GEPA</b>	<b>37.6</b>	<b>49.6</b>	<b>50.1</b>	<b>+12.0</b>	<b>-0.5</b>	<b>-25.4</b>

\*Schools in Cluster IV do not house eighth grades; therefore there are no GEPA scores for Cluster IV.

**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**LANGUAGE ARTS LITERACY**

<b><u>CLUSTER I</u></b>				<b>RESULTS</b>		
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 3	65.4	93.8	68.6	+28.4	+25.2	+18.8
SCHOOL 6	54.8	32.1	61.5	-22.7	-29.4	-42.9
SCHOOL 7	64.5	85.3	68.0	+20.8	+17.3	+10.3
SCHOOL 9	82.5	81.6	84.3	-0.9	-2.7	+6.6
SCHOOL 11*	74.2	66.7	78.3	-7.5	-11.6	-8.3
SCHOOL 21	60.9	58.6	65.6	-2.3	-7.0	-16.4
SCHOOL 26	45.8	63.8	55.5	+18.0	+8.3	-11.2
SCHOOL 27	71.2	79.7	73.6	+8.5	+6.1	+4.7
NSW	92.0	88.9	95.7	-3.1	-6.8	+13.9

\*Scores include students from the Performing Arts Academy

**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**LANGUAGE ARTS LITERACY**

<b><u>CLUSTER II</u></b>				<b>RESULTS</b>		
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	59.4	56.3	64.6	-3.1	-8.3	-18.7
SCHOOL 4	73.0	45.5	75.6	-27.6	-30.1	-29.5
SCHOOL 5	70.9	68.1	72.3	-2.8	-4.2	-6.9
SCHOOL 8	65.4	62.7	68.6	-2.7	-5.9	-12.3
SCHOOL 10	45.4	58.3	55.3	+12.9	+3.0	-16.7
SCHOOL 12	60.9	45.8	65.6	-15.1	-19.8	-29.2
SCHOOL 13	57.9	42.6	63.6	-15.3	-21.0	-32.4
SCHOOL 15	53.4	51.8	60.6	-1.6	-8.8	-23.2
SCHOOL 18	73.3	78.9	75.8	+5.7	+3.1	+3.9
SCHOOL 20	63.8	41.3	67.5	-22.5	-26.2	-33.7
SCHOOL 24	56.8	69.3	62.9	+12.5	+6.4	-5.7
SCHOOL 25	68.6	72.0	70.0	+3.4	+2.0	-3.0
MLK	65.9	69.9	68.9	+4.0	+1.0	-5.1



**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**MATHEMATICS**

<b><u>CLUSTER I</u></b>				<b>RESULTS</b>		
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
	-----	-----	-----	-----	-----	-----
SCHOOL 3	61.5	78.1	66.0	+16.6	+12.1	+3.1
SCHOOL 6	23.8	32.7	40.9	+8.9	-8.2	-42.3
SCHOOL 7	48.4	58.8	57.3	+10.4	+1.5	-16.2
SCHOOL 9	69.7	70.1	71.5	-0.4	-1.4	-4.9
SCHOOL 11*	64.5	60.0	68.0	-4.5	-8.0	-15.0
SCHOOL 21	34.4	29.9	47.9	-4.5	-18.0	-45.1
SCHOOL 26	42.4	48.9	53.3	+6.5	-4.4	-26.1
SCHOOL 27	43.9	56.8	54.3	+12.9	+2.5	-18.2
NSW	72.0	77.8	75.7	+5.8	+2.1	+2.8

\*Scores include students from the Performing Arts Academy

**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**MATHEMATICS**

<b><u>CLUSTER II</u></b>	<b>RESULTS</b>					
	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	46.9	50.0	56.3	+3.2	-6.3	-25.0
SCHOOL 4	23.8	36.4	40.9	+12.6	-4.5	-38.6
SCHOOL 5	55.4	42.5	61.9	-12.9	-19.4	-32.5
SCHOOL 8	36.3	47.1	49.2	+10.8	-2.1	-27.9
SCHOOL 10	42.4	31.5	53.3	-10.9	-21.8	-43.5
SCHOOL 12	52.2	37.0	59.8	-15.2	-22.8	-38.0
SCHOOL 13	20.2	42.6	38.5	+22.4	+4.1	-32.4
SCHOOL 15	37.4	30.7	49.9	-6.7	-19.2	-44.3
SCHOOL 18	58.2	69.7	63.8	+11.5	+5.9	-5.3
SCHOOL 20	37.9	25.5	50.3	-12.4	-24.8	-49.5
SCHOOL 24	42.1	43.2	53.1	+1.1	-9.9	-31.8
SCHOOL 25	51.8	60.0	59.5	+8.2	+0.5	-15.0
MLK	56.1	47.9	62.4	-8.2	-14.5	-27.1

**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**SCIENCE**

<b><u>CLUSTER I</u></b>				<b>RESULTS</b>		
	<b>1999-00*</b> <b>Actual</b>	<b>2000-01*</b> <b>Actual</b>	<b>2000-2001</b> <b>Benchmark</b>	<b>+or-</b> <b>1999-00</b> <b>Actual</b>	<b>+or-</b> <b>Benchmark</b>	<b>+or-</b> <b>State Standard</b>
	-----	-----	-----	-----	-----	-----
<b>SCHOOL 3</b>	<b>42.3</b>	<b>59.4</b>	<b>53.2</b>	<b>+17.1</b>	<b>+6.2</b>	<b>-15.6</b>
<b>SCHOOL 6</b>	<b>28.6</b>	<b>37.0</b>	<b>44.1</b>	<b>+8.4</b>	<b>-7.1</b>	<b>-38.0</b>
<b>SCHOOL 7</b>	<b>45.1</b>	<b>58.8</b>	<b>55.1</b>	<b>+13.7</b>	<b>+3.7</b>	<b>-16.2</b>
<b>SCHOOL 9</b>	<b>78.6</b>	<b>80.5</b>	<b>80.3</b>	<b>+1.9</b>	<b>+0.2</b>	<b>+5.5</b>
<b>SCHOOL 11*</b>	<b>51.6</b>	<b>64.4</b>	<b>59.4</b>	<b>+12.8</b>	<b>+5.0</b>	<b>-10.6</b>
<b>SCHOOL 21</b>	<b>34.4</b>	<b>48.3</b>	<b>47.9</b>	<b>+13.9</b>	<b>+0.4</b>	<b>-26.7</b>
<b>SCHOOL 26</b>	<b>28.8</b>	<b>57.4</b>	<b>44.2</b>	<b>+28.6</b>	<b>+13.2</b>	<b>-17.6</b>
<b>SCHOOL 27</b>	<b>24.2</b>	<b>68.9</b>	<b>41.1</b>	<b>+44.7</b>	<b>+27.8</b>	<b>-6.1</b>
<b>NSW</b>	<b>60.0</b>	<b>55.6</b>	<b>65.0</b>	<b>-4.4</b>	<b>-9.4</b>	<b>-19.4</b>

\*Scores include students from the Performing Arts Academy

**PATERSON PUBLIC SCHOOL DISTRICT**

**Grade Eight Proficiency Assessment**

**School Summary Student Performance**

**SCIENCE**

<b><u>CLUSTER II</u></b>	<b>1999-00*</b>	<b>2000-01*</b>	<b>2000-2001</b>	<b>Results</b>		
	<b>Actual</b>	<b>Actual</b>	<b>Benchmark</b>	<b>+or- 1999-00 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
SCHOOL 2	56.3	52.1	62.5	-4.2	-10.4	-22.9
SCHOOL 4	25.4	34.5	41.9	+9.1	-7.4	-40.5
SCHOOL 5	51.4	53.3	59.3	+1.9	-6.0	-21.7
SCHOOL 8	27.8	56.9	43.5	+29.1	+13.4	-18.1
SCHOOL 10	19.7	37.0	38.1	+17.3	-1.1	-38.0
SCHOOL 12	31.9	35.6	46.3	+3.7	-10.7	-39.4
SCHOOL 13	40.5	45.9	52.0	+5.4	-6.1	-29.1
SCHOOL 15	21.5	28.1	39.3	+6.6	-11.2	-46.9
SCHOOL 18	40.2	53.9	51.8	+13.7	+2.1	-21.1
SCHOOL 20	34.5	42.6	48.0	+8.1	-5.4	-32.4
SCHOOL 24	29.9	48.0	44.9	+18.1	+3.1	-27.0
SCHOOL 25	37.1	56.0	49.7	+18.9	+6.3	-19.0
MLK	35.3	38.4	48.5	+3.1	-10.1	-36.6

# ***A. BENCHMARK TABLES***

## ***A 3. High School Proficiency Test (HSPT)***

### ***Grade 11***

## HSPT District Performance

*(Pages 19-21 of the Education Plan)*

*This section reports on the performance of the district and each high school against established benchmarks. It also compares student test results for the 2000-2001 year to student performance in the past four years. The bar graph on the next page displays the district HSPT scores for the 1998-1999, 1999-2000, and 2000-2001 school years.*

*The benchmark tables (pages 40-43) are divided into two sections and display scores for the 1996-1997, 1997-1998, 1998-1999, 1999-2000, and 2000-2001 school years:*

1. The left section displays five years of test results and the 2000-2001 benchmark
2. The right section of the table shows three different comparisons of the results:

### District Performance

- Differences between the **current year** performance and **last year's** performance, which are +6.5 in reading, +12.7 in writing, and +6.0 in mathematics.
- Differences between **benchmark** and **current year's** performance, which are -24.9 in reading, -5.8 in writing, and -4.7 in mathematics.
- Differences between **actual** performance against **state standards** of 85% passing, which are -24.9 in reading, -5.8 in writing, and -4.5 in mathematics.
- Differences between the **current year** performance and **last year's** performance for students passing all three sections which is +5.

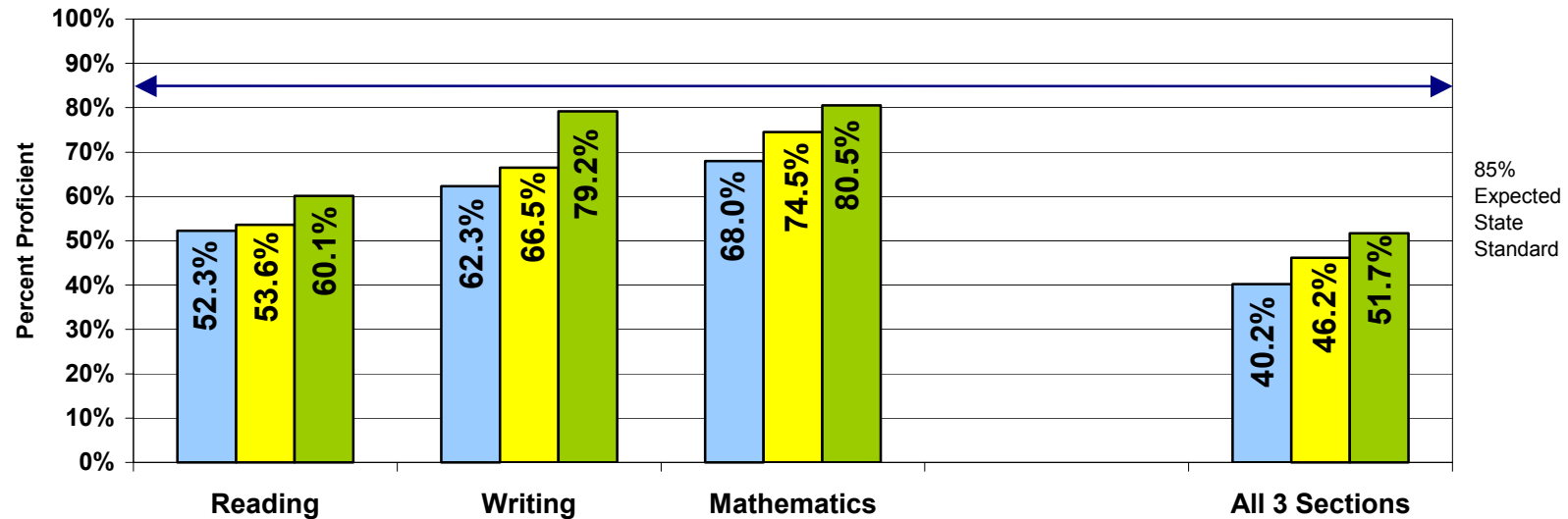
### High School Performance

- Rosa Parks High School met the benchmark in writing
- Rosa Parks exceeded state standards of 85% passing in reading, writing and mathematics.

Current year performance improvements over last year results at the three high schools are as follows:

- Rosa Park's performance improved by +5.5 in writing
- Eastside's performance improved by +8.1 in reading, +17.4 in writing and +11.5 in mathematics
- J. F. Kennedy's performance improved by +11.4 in reading, +13.5 in writing and +3.3 in mathematics
- The percent of students passing all three sections districtwide increased +5 percentage points from 1999-2000 to 2000-2001

# **Paterson Public Schools High School Proficiency Test A Three Year Comparison (1999-2001)**



- Reading scores increased 7.8 percentage points from April 1999-to -April 2001
- Writing scores increased 16.9 percentage points from April 1999-to -April 2001
- Mathematics scores increased 12.5 percentage points from April 1999-to -April 2001
- The percent of students passing all three sections increased 11.5 percentage points from April 1999-to -April 2001

***PATERSON PUBLIC SCHOOL DISTRICT***

***High School Proficiency Test***

***District Summary Student Performance***

READING

<b>Indicator</b> -----	<b>1996-97 Actual</b> -----	<b>1997-98 Actual</b> -----	<b>1998-99 Actual</b> -----	<b>1999-2000 Actual</b> -----	<b>2000-2001 Actual</b> -----	<b>2000-2001 Benchmark</b> -----	<b>RESULTS</b>		
							<b>+or- 1999-2000 Actual</b> -----	<b>+or- Benchmark</b> -----	<b>+or- State Standard</b> -----
<b>H.S. Proficiency Test</b>	<b>54.8</b>	<b>64.5</b>	<b>52.3</b>	<b>53.6</b>	<b>60.1</b>	<b>85.0</b>	<b>+6.5</b>	<b>-24.9</b>	<b>-24.9</b>

WRITING

<b>Indicator</b> -----	<b>1996-97 Actual</b> -----	<b>1997-98 Actual</b> -----	<b>1998-99 Actual</b> -----	<b>1999-2000 Actual</b> -----	<b>2000-2001 Actual</b> -----	<b>2000-2001 Benchmark</b> -----	<b>RESULTS</b>		
							<b>+or- 1999-2000 Actual</b> -----	<b>+or- Benchmark</b> -----	<b>+or- State Standard</b> -----
<b>H.S. Proficiency Test</b>	<b>62.9</b>	<b>66.4</b>	<b>62.3</b>	<b>66.5</b>	<b>79.2</b>	<b>85.0</b>	<b>+12.7</b>	<b>-5.8</b>	<b>-5.8</b>

MATHEMATICS

<b>Indicator</b> -----	<b>1996-97 Actual</b> -----	<b>1997-98 Actual</b> -----	<b>1998-99 Actual</b> -----	<b>1999-2000 Actual</b> -----	<b>2000-2001 Actual</b> -----	<b>2000-2001 Benchmark</b> -----	<b>RESULTS</b>		
							<b>+or- 1999-2000 Actual</b> -----	<b>+or- Bench-mark</b> -----	<b>+or- State Standard</b> -----
<b>H.S. Proficiency Test</b>	<b>71.2</b>	<b>58.6</b>	<b>68.0</b>	<b>74.5</b>	<b>80.5</b>	<b>85.0</b>	<b>+6.0</b>	<b>-4.5</b>	<b>-4.5</b>



***PATERSON PUBLIC SCHOOL DISTRICT***

***High School Proficiency Test***

**ROSA PARKS HIGH SCHOOL**

READING

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	92.2	94.4	82.8	94.5	86.3	96.0	-8.2	-9.7	+1.3

WRITING

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	96.9	94.4	92.2	94.5	100.0	96.0	+5.5	+4.0	+15.0

MATHEMATICS

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	98.4	90.7	93.8	100.0	96.1	100.0	-3.9	-3.9	+11.1

**PATERSON PUBLIC SCHOOL DISTRICT**

**High School Proficiency Test**

**EASTSIDE HIGH SCHOOL**

**READING**

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	46.1	57.8	44.5	44.9	53.0	85.0	+8.1	-32.0	-32.0

**WRITING**

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	58.9	64.5	51.5	57.9	75.3	85.0	+17.4	-9.7	-9.7

**MATHEMATICS**

Indicator							RESULTS		
	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2000-2001 Benchmark	+or- 1999-009 Actual	+or- Bench-mark	+or- State Standard
H.S. Proficiency Test	64.7	45.7	57.0	62.1	73.6	85.0	+11.5	-11.4	-11.4

***PATERSON PUBLIC SCHOOL DISTRICT***

***High School Proficiency Test***

**JOHN F. KENNEDY HIGH SCHOOL**

READING

**RESULTS**

<b>Indicator</b>	<b>1996-97 Actual</b>	<b>1997-98 Actual</b>	<b>1998-99 Actual</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-009 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>H.S. Proficiency Test</b>	<b>54.8</b>	<b>66.0</b>	<b>52.5</b>	<b>50.0</b>	<b>61.4</b>	<b>85.0</b>	<b>+11.4</b>	<b>-23.6</b>	<b>-23.6</b>

WRITING

**RESULTS**

<b>Indicator</b>	<b>1996-97 Actual</b>	<b>1997-98 Actual</b>	<b>1998-99 Actual</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-009 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>H.S. Proficiency Test</b>	<b>59.9</b>	<b>63.6</b>	<b>65.1</b>	<b>66.5</b>	<b>80.0</b>	<b>85.0</b>	<b>+13.5</b>	<b>-5.0</b>	<b>-5.0</b>

MATHEMATICS

**RESULTS**

<b>Indicator</b>	<b>1996-97 Actual</b>	<b>1997-98 Actual</b>	<b>1998-99 Actual</b>	<b>1999-00 Actual</b>	<b>2000-01 Actual</b>	<b>2000-2001 Benchmark</b>	<b>+or- 1999-009 Actual</b>	<b>+or- Benchmark</b>	<b>+or- State Standard</b>
<b>H.S. Proficiency Test</b>	<b>71.9</b>	<b>63.9</b>	<b>72.0</b>	<b>81.1</b>	<b>84.9</b>	<b>85.0</b>	<b>+3.3</b>	<b>-0.1</b>	<b>-0.1</b>

## **SECTION I**

### **B. EVALUATION OF STRATEGIES**

## **B. EVALUATION OF STRATEGIES**

### **B 1. Assessment of Student Performance**

## Overview for Elementary School

The District continued its focus in providing experiences in exploration, experimentation, and problem solving across all disciplines with relation to ESPA and GEPA. During the 2000-2001 school year, teachers were provided with extensive staff development in the areas of language arts, mathematics, social studies, and science. Staff development sessions in all four (4) disciplines were aligned with the New Jersey Core Curriculum Content Standards (NJCCCS). Materials used were aligned specifically to ESPA and GEPA specifications, the New Jersey Frameworks, District Curricula, and Resource Guides. In addition, some of the staff development sessions focused on developing and implementing interdisciplinary lessons. Not only did these lessons concentrate on specific content areas, but also connected topics/themes for language arts, mathematics, science, and social studies.

*Staff development for the 2000-2001 school year included the following sessions for grades 1-8:*

<b>District In-service Staff Development Training</b>	<b>Grade Level Meetings All Day Sessions</b>	<b>Extended Day In-Service Sessions</b>	<b>After School In-Service Course</b>
September 2000	September 2000	November 2000	February 2001
October 2000	October 2000	January 2001	March 2001
November 2000	November 2000	February 2001	April 2001
December 2000	December 2000		May 2001
January 2001	January 2001		June 2001
February 2001	February 2001		
March 2001	March 2001		
April 2001	April 2001		
	May 2001		

The assistant director and subject supervisors for the district elementary schools assessed the impact of the staff development through workshop evaluations, teacher observations, lesson plans, and student work. These assessments document improvement both in the delivery of instruction and in the quality of student work.

Interim departmentalized assessments for ESPA and GEPA in mathematics, language arts, and science were administered. Student results on these interim assessments were analyzed to determine rate of success and improvement in student performance. Based on the analysis, instructional strategies/emphasis and staff development activities were modified as necessary to increase improvement in student achievement.

Extended-day programs for students provided additional preparation in concept development, problem solving, open-ended questions and remediation as needed.

## **Section 1: ASSESSMENT OF STUDENT PERFORMANCE**

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
(page 23-24 A, D, E)

### **LANGUAGE ARTS**

#### **Grade 4:**

A language arts interim test was administered to every fourth grade student in January 2001. The assessment was constructed by the language arts supervisors and incorporated skills and content contained in the ESPA test specifications. The interim test included two sub-areas of the ESPA: narrative reading (five multiple-choice questions and two open-ended questions) and a poem-linked essay. Fourth grade teachers, with assistance from testing coordinators, corrected the Interim Assessment and compiled all the scores. Strengths and weaknesses were determined for individual students, schools, clusters, and the district as a whole and utilized to target deficiencies. Principals were informed of the results at cluster meetings and grade-level meetings. In addition, teachers, supervisors, and principals discussed the results and determined instructional modifications needed for the regular instructional program and the after-school program. "Borderline" students were targeted for additional help. Results were shared with teachers, principals, and assistant superintendents.

#### **Grade 8:**

A language-arts interim assessment was conducted for every eighth-grade student in December 2000. The assessment was constructed by the language-arts supervisors and incorporated skills and content contained in the GEPA test specifications. Three sub-areas of the GEPA were included in the interim test: persuasive reading (ten multiple-choice questions and two open-ended questions), picture prompt and persuasive writing tasks. Eighth-grade language-arts teachers with assistance from seventh-grade language-arts teachers, testing coordinators and librarians corrected the interim GEPA and compiled all the scores. Strengths and weaknesses were determined for individual students, schools, clusters, and the district as a whole and utilized to target deficiencies. Principals were informed of the results at cluster meetings and grade-level meetings. In addition, teachers, supervisors, and principals discussed the results and determined instructional modifications needed for the regular instructional program and the after-school program. "Borderline" students were targeted for additional help. Results were shared with teachers, principals, and assistant superintendents.

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
(page 23-24 A, D, E)

## **Grade 11**

### **Reading**

Interim assessments were developed at the district level for all students. The eleventh-grade midterm was designed to test those skills assessed by the HSPT Reading and Writing sections. All eleventh graders took the Reading test as part of their English course work. The midterm was constructed to mirror the HSPT in several key areas, therefore, two text types, narrative and persuasive, became the basis for the exam. The narrative selection was over 3500 words; the persuasive selection took the opposing editorial views format and was over 2200 words. Both multiple-choice and open-ended questions were included as on the HSPT. Weighting of each type of question was similar to the weighting it receives on the HSPT.

Teachers were responsible for scoring their own assessments and for reporting scores to their Department Heads who in turn reported results to central office. Simultaneously, HSPT scores were disseminated at staff development meetings held on January 29 and February 5, at which time the Director of Mathematics presented a statistical review of the test results. Following the review, language arts teachers developed an individualized instructional approach to enhance student outcomes. Language arts teachers developed an Individual Student Improvement Plan (ISIP) for use with all students who have not passed either the Reading, Writing, or both sections of the HSPT. Although the ISIP essentially reviewed the information provided on the Individual Student Record (ISR), general consensus suggested that such a form would help teachers look more closely at the ISR to determine what the individual students' needs were.

### **Writing**

Interim assessments were developed at the district level for all students. The eleventh-grade midterm was designed to test those skills assessed by the HSPT Reading and Writing sections. All eleventh graders took the Writing test as part of their Applications English course (HSPT preparation) work. The Writing Task was chosen as a key area on the Interim Assessment since 146 students scored in the 6-7 distribution range on the October 2000 HSPT. For any of these students, one additional point on the essay was likely to spell success. Analysis demonstrated that students were weakest in their organizational skills, which are best taught and assessed through the Writing Task. The questions that followed were metacognitive in nature and were designed to assist students whose writing still needs remediation (the exam counts toward the final grade).



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**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
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	Successful	Unsuccessful
<i>Grade 4</i>	<b>X</b>	
<i>Grade 8</i>	<b>X</b>	
<i>Grade 11</i>	<b>X</b>	

**Explanation of Success/Nonsuccess:**

**LANGUAGE ARTS**

**Grade 4:**

As a result of the interim test results and consultations with teachers and principals, additional ESPA like “quizzes” were developed for fourth-grade teachers to administer. In February, a picture-prompt in ESPA format was administered. In March an every-day text with five multiple-choice and two open-ended questions was administered. Results were discussed at grade-level meetings and with supervisors to develop strategies to improve student achievement.

Fourth-grade teachers, with assistance from test coordinators who were previously trained on the state’s Open-Ended-Question Rubric and the Registered-Holistic-Scoring Rubric, scored their own students’ open-ended and multiple-choice responses and essays. Strengths and weaknesses were determined for individual students, schools, clusters, and the district as a whole and utilized to target deficiencies. Principals were informed of the results at cluster meetings and grade-level meetings. In addition, teachers, supervisors, and principals discussed the results and determined instructional modifications needed for the regular instructional program and for the after-school program. “Borderline” students were targeted for additional help. The results by school were tabulated and compiled and shared with teachers, principals, and assistant superintendents.

Teachers received in-service training on specific interactive, instructional strategies designed to improve students’ reading and writing skills. For example, teachers were taught and practiced several guided, active, silent reading strategies including Collaborative Strategic Reading, Turn and Talk, Turn and Retell, Post It, Reciprocal Teaching, Questioning the Author (QTA), and the Oprah Winfrey Strategy. Teachers were also taught a number of writing strategies appropriate for a Writer’s Workshop approach. These included idea-generation, drafting, revising, conferencing, and editing strategies.

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
(page 23-24 A, D, E)

**Grade 8:**

Based on the analysis of the interim test results, additional GEPA-like assignments were developed for eighth-grade students. Results were sent to central office and were discussed at grade-level meetings and with supervisors to develop strategies to improve student achievement.

Eighth-grade teachers, with help from seventh-grade teachers, test coordinators, and librarians, all of whom were previously trained on the state's Open-Ended-Question Rubric and the Registered-Holistic-Scoring Rubric, scored their own students' open-ended and multiple-choice responses and essays. Strengths and weaknesses were determined for individual students, schools, clusters, and the district as a whole and utilized to target deficiencies. Principals were informed of the results at cluster meetings and grade-level meetings. In addition, teachers, supervisors, and principals discussed the results and determined instructional modifications needed for the regular instructional program and for the after-school program. "Borderline" students were targeted for additional help. The results by school were tabulated and compiled and shared with teachers, principals, and assistant superintendents.

Extensive staff development provided teachers with strategies, techniques, and materials designed to address areas of weakness i.e. narrative writing (speculation prompt), revising and editing and analyzing/critiquing text. Teachers were shown how to maximize the tight connection between reading narrative and writing narrative. Students were taught to read stories with a "writer's eye" and to utilize observed techniques in their own writing; e.g. how authors "show" rather than "tell", develop characters, utilize setting, maintain focus, etc. This strategy improved students' writing skills while simultaneously improving their analyzing/critiquing skills.

LANGUAGE ARTS			
ESPA		GEPA	
1999-2000	2000-2001	1999-2000	2000-2001
34.8%	66.3%	64.2%	63.1%

**Strategy 1:** (continued) Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (page 23-24 A, D, E)

**Explanation of Success/Nonsuccess:**

**LANGUAGE ARTS**

**Grade 11**

The design of the 11<sup>th</sup> grade midterm mirrored those skills assessed by the HSPT reading and writing sections. Administering the interim assessments provided students an opportunity to demonstrate their content skills prior to the March administration of the HSPT. Additionally, Language arts (reading) teachers developed an Individual Student Improvement Plan (ISIP) for use with all students who have not passed either the Reading, Writing, or both sections of the October HSPT. Although the ISIP essentially reviewed the information provided on the Individual Student Record (ISR), general consensus suggested that such a form would help teachers look more closely at the ISR to determine what the individual students' needs were. Eighty-one additional students passed the reading section of the HSPT when it was administered in March, representing a 6.5% increase in the percentage of students who passed the reading section of the HSPT during their junior year. Furthermore, 32 additional students passed the writing section upon the second administration of the HSPT, representing a 12.7% increase in the percentage of students who passed the writing section of the HSPT during their junior year.

HSPT Language Arts Literacy Results (% passing)				
	Reading		Writing	
	1999-2000	2000-2001	1999-2000	2000-2001
Rosa Parks High School	94.5%	86.3%	94.5%	100%
John F. Kennedy High School	50.0%	61.4%	66.5%	80.0%
Silk City Academy	76.9%	54.5%	84.6%	45.5%
Eastside High School	44.9%	53.0%	57.9%	75.3%
<b>Paterson School District</b>	<b>53.6%</b>	<b>60.1%</b>	<b>66.5%</b>	<b>79.2%</b>

- Districtwide, reading scores increased 6.5 percentage points while writing scores increased +12.7 percentage points from April 2000 to April-2001. From April 1999 to April 2001, reading scores increased 7.8 percentage points, and writing increased 16.9 percentage points.
- Rosa Park's performance increased 5.5 percentage points in writing from April 2000 to April-2001
- Eastside's performance increased 8.1 percentage points in reading and 17.4 percentage points in writing from April 2000 to April-2001
- J. F. Kennedy's performance increased by 11.4 percentage points in reading and 13.5 percentage points in writing from April 2000 to April-2001

## **Section 1: ASSESSMENT OF STUDENT PERFORMANCE**

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
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### **MATHEMATICS**

#### **Grade 4**

An extensive analysis was performed on the May 2000 ESPA mathematics results. The analysis indicated that number sense, operations, and geometry were areas of relative strengths. Measurement, patterns and algebra were identified as areas of weaknesses. As a result, topics for staff development and materials selection/support were identified and prioritized.

A mathematics interim test was administered to all district fourth grade students in January 2001. The assessment consisted of multiple choice and open-ended items, calculator and non-calculator sections. The multiple-choice items on the test were scored by the mathematics central office personnel and disseminated to the individual schools. Open-ended items were scored by the classroom teachers under the guidance of the mathematics director, assistant director, math supervisors and support teachers. Classroom teachers compiled the information and developed a performance rating for each student based on district criteria.

#### **Grade 8**

A mathematics interim test was administered to all district eighth grade students in early December 2000. The assessment consisted of seventeen items (12 multiple choice, 5 open-ended). Eighth grade math teachers scored the assessments for their students. Results were then analyzed at the classroom, building, cluster, and district levels to determine areas of strengths and weaknesses, as well as to develop instructional strategies to improve student performance.

The analysis indicates that there were definite weaknesses in all areas especially in learning to approach open-ended questions. Results and analysis of assessments were shared at principals' meetings and at teachers' grade level meetings.

In addition to the interim assessment, weekly math tests were administered to all 8th grade students. Subsequently, items for quizzes were based on student scores from the previous week. Each test contained repeated items (review) as well as new items. Data was used to develop detailed lesson plans to modify instruction to remediate student weaknesses. The detailed lesson plans and weekly quizzes helped to ensure continuity and consistency in the district by having all teachers adhere to the same timelines. Tests were scored and analyzed on weekends by central office math personnel. The final test was scored by 8th grade teachers.

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
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## **MATHEMATICS**

### **Grade 11**

Results of the October 2000 HSPT were analyzed when received in early January. A midterm assessment that mirrored the HSPT specifications was given the week of January 15, 2001. The test consisted of 34 multiple-choice and 7 open-ended questions that represented all 5 math clusters (numerical operations, measurement and geometry, patterns and functions, data analysis, and pre algebra).

The minimum passing score was 18 multiple-choice questions correct and 14 open-ended points. The test was scored by classroom teachers and results were shared with principals and central office staff. It should be noted that all juniors took the mid-term. This included those students who passed the HSPT in October.

	<b>Successful</b>	<b>Unsuccessful</b>
<i>Grade 4</i>	<b>X</b>	
<i>Grade 8</i>	<b>X</b>	
<i>Grade 11</i>	<b>X</b>	

### **Explanation of Success/Nonsuccess:**

## **MATHEMATICS**

### **Grade 4**

The interim assessment identified areas of strengths and weaknesses districtwide. Patterns and units of measurement subtests were areas of student strengths. Areas of student weaknesses were estimation of quotients, elapsed time, and reading a thermometer. Subsequently, actions were taken to improve student outcomes.

Each question on the interim assessment was correlated to the Core Curriculum Content Standards and the ESPA specifications. An item analysis was performed and a score for each math cluster was provided to every fourth grade teacher. Results were disseminated to principals and teachers.

ESPA mathematics scores increased 18.5 percentage points from March 1999 to March 2001 and 8.8 percentage points from March 2000 to March 2001. Additionally, ESPA scores in 19 of the 29 schools (65.5%) showed increases ranging from 1.4% to 68.0% from March 2000 to March 2001

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
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**Explanation of Success/Nonsuccess:**

**MATHEMATICS**

**Grade 8**

In addition to providing scores for each student, scores were also provided for each school, cluster, and the district as a whole. Classroom teachers, principals, and assistant superintendents were able to review student progress in a timely manner. This enabled instructional staff to pace teaching of new concepts as they incorporated reinforcement of areas requiring further review. Detailed information was provided in: Measurement/Geometry, Probability, Algebra, Numerical Operations, and Open-ended Questions

Modification of instruction for GEPA was based on the results of the weekly math tests and the interim test. Increased emphasis was placed on identified areas of weakness. This included instructional grouping, lesson content and assessment materials. Assistance and monitoring of instruction were provided by central office math content personnel (director, assistant director, supervisors, support teachers) to improve student performance. GEPA mathematics scores increased 8.1 percentage points from March 1999 to March 2001 and 0.7 percentage points from March 2000 to March 2001. Additionally, GEPA scores in 14 of the 22 schools (63.6%) showed increases ranging from 0.4% to 22.4% from March 2000 to March 2001.

MATHEMATICS			
ESPA		GEPA	
1999-2000	2000-2001	1999-2000	2000-2001
39.4%	48.2%	45.8%	46.5%

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11  
(page 23-24 A, D, E)

### **Grade 11**

Analysis of the interim assessment data confirmed the results of the October 2000 HSPT. Open-ended questions were a major weakness across all math clusters for students who did not pass the HSPT. Subsequently, lessons developed for the 190-day school year were used to teach strategies to improve student performance in answering open-ended questions. Mathematics scores increased 6.0 percentage points from 2000 to 2001.

Students who are at risk of failing the HSPT take a mandatory Applications of Math III class. (HSPT preparation class). Students who passed the math section of the October 2000 HSPT were exited from the class and were given the opportunity to enroll in an elective course (SAT math, statistics, etc.). Students who remained in the Applications class were divided among the same pool of teachers based on performance on specific math clusters. This step resulted in a reduction in class size where each student could receive individualized instruction. Students were grouped according to score bands (268-299; 200-267; 100-199 inclusive) to meet individual student needs. A specialized curriculum targeting student weakness was instituted.

<b>Math HSPT 11 Results (% passing)</b>			
	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Rosa Parks High School	93.8%	100%	96.1%
John F. Kennedy High School	72.0%	81.1%	84.9%
Silk City Academy		69.2%	63.6%
Eastside High School	57.0%	62.1%	73.6%
<b>Paterson School District</b>	<b>68.0%</b>	<b>74.5%</b>	<b>80.5%</b>

- Districtwide mathematics scores increased 6.0 percentage points from April 2000 to April 2001 and 12.5 % from April 1999 to April 2001.
- Eastside's performance increased 11.5 percentage points in mathematics
- J. F. Kennedy's performance increased by 3.3 percentage points in mathematics



## Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (page 23-24 A, D, E)

### SCIENCE

#### Grade 4

A detailed analysis of the May 2000 ESPA results indicated that there was equal difficulty among the areas of Life, Earth, and Physical Science. Timelines were developed for fourth grade teachers to provide a sequence for teaching content units. The mid-year assessments reflected content embedded in the timelines.

Science support teachers, classroom teachers, and the supervisor of science constructed the grade four interim assessment. Questions incorporated both skills and content contained in the ESPA test specifications. The mid-year assessment consisted of sixteen multiple-choice items and four open-ended questions. Each question was correlated to the Core Curriculum Content Standards. Scores for the open-ended and multiple-choice items were then combined and weighted to replicate the scoring of the ESPA. Means were determined for each question and a rating of advanced proficient, proficient, borderline or below borderline was reported for each school.

#### Grade 8

An analysis of the 2000 GEPA scores revealed that the Life Science cluster was the weakest in the eighth grade assessment. Staff development activities were developed to address this area.

Science support teachers, classroom teachers, and the supervisor of science constructed the grade eight assessment. Questions incorporated both skills and content contained in the GEPA test specifications. The assessment consisted of thirty multiple-choice and two open-ended questions patterned after the skill/content items contained in the statewide GEPA. An item analysis and correlation to the Core Curriculum Content Standards was performed and results were disseminated to principals and teachers. Results were used to develop demonstration lessons and agendas for grade level meetings. Special attention was given to the construction of open-ended questions.

SCIENCE			
ESPA		GEPA	
1999-2000	2000-2001	1999-2000	2000-2001
64.6%	73.3%	37.6%	49.6%

## Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*page 23-24 A, D, E*)

### **Grade 11**

A scope and sequence was developed for an 11<sup>th</sup> grade science assessment, however, not all 11<sup>th</sup> grade students were scheduled for science classes. Therefore, the assessment would not have been appropriate. This strategy cannot be valid until all students are taking the newly mandated 3-year science sequence.

	Successful	Unsuccessful	Not Implemented
<i>Grade 4</i>	X		
<i>Grade 8</i>	X		
<i>Grade 11</i>			X

### **Explanation of Success/Nonsuccess:**

#### **SCIENCE**

##### **Grade 4**

After receiving the district results, it was found that each school had its own particularized strengths and weaknesses. Subsequently, each school developed strategies to address these weaknesses and staff development sessions were planned to target areas of greatest need (by school). For example, if a school was weak in Life Science and strong in Earth and Physical Science, special attention was devoted to Life Science activities. Staff development sessions were reinforced by science support teachers and the supervisor of science through classroom visitations and demonstration lessons. Data from the schools was compiled into a district report.

ESPA science scores increased 16.3 percentage points from May 1999 to May 2001, and 8.7 percentage points from May 2000 to May 2001. ESPA science scores in 21 of the 29 schools (72.4%) showed increases ranging from 0.7% to 54.1% over last year's performance.

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*page 23-24 A, D, E continued*)

**Explanation of Success/Nonsuccess:**

**SCIENCE**

**Grade 8**

The design of the 8<sup>th</sup> grade interim assessment mirrored skills assessed by the GEPA. Administering this assessment provided students with an opportunity to demonstrate their content skills prior to the administration of the GEPA. A review of the district results on the GEPA interim test revealed that similar to ESPA results, each school had its own particularized strengths and weaknesses. Consequently, each school developed strategies to target specific content areas.

Weekly homework assignments were distributed and graded by the Cluster I and II science support teachers and the science supervisor. The assignments provided a clear understanding of individual student needs as well as the needs of each school. School visitations by the science support teachers and supervisor of science provide special follow-up instruction. Saturday, after-school, and summer school classes provided additional science instruction. GEPA science scores increased 12 percentage points from March 2000 to March 2001. GEPA science scores in 20 of the 22 schools (90.9%) showed increases ranging from 1.9% to 44.7% over last year's performance.

**Grade 11**

In order for the interim assessment to provide valuable data, all students must have been involved in a 3-year sequential science program. Since we did not have 100% of our students enrolled in such a program it would have been inappropriate to administer the same assessment instrument to everyone. We did however have teacher designed mid-year tests for special subjects, i.e. Chemistry, Advanced Chemistry, Physics, and Anatomy and Physiology.

### Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 1:** Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (page 23 C

C. An interim assessment for bilingual students was administered in grades 4, 8, and 11 in selected schools. Teachers were asked to identify the students who would also take the district's language arts interim assessment in order to determine progress as recently mainstreamed students. The assessment included rubrics to qualify and evaluate open-ended and picture prompt type of questions. The teachers were also asked to note LEP students' ESL curriculum levels to gauge progress. In grade 4, there was an increase in the total raw score of 30, according to the ESL curriculum level. These same students also took the regular language arts assessment. The Academic Community and English Skills Program (ACES) students in grade 8 scored the lowest, however, these are students who have been in the USA less than one year.

Successful	Unsuccessful	Not Implemented
X		

#### Explanation of Success/Nonsuccess:

The interim assessment mirrored the items that are included in the ESPA, GEPA, and HSPA. In some instances, this effort may have been a duplication of the interim assessment administered by the Literacy and Math Departments. Therefore, time for training is limited for mainstream and bilingual staff. Next year's strategy will be modified to allow LEP students who are not exempt from standardized tests in English to take the regular assessments and give them special accommodations. Classroom instruction will be tailored to incorporate the Core Curriculum Content Standards and to develop assessment strategies that reflect the ESPA/GEPA/HSPT format.

### Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 2:** Administer the Developmental Skills Checklist (DSC) to kindergarten students. Results will be used to determine progress and accordingly improve instruction to meet students' needs. (*page 25 A*)

**A.** The Developmental Skills Checklist was administered in the fall of 2000 and utilized as one basis for planning. The students' strengths and weaknesses were documented and used to plan for individual needs.

**B.** Professional development activities were provided to teachers to focus on literacy, math, science, social studies, and NJCCCS.

**C.** Professional development on developmentally appropriate practices, expectation and child development was provided.

The Early Childhood Department has facilitated staff development for Kindergarten throughout the school year. This was evidenced in small teacher groups as well as the 4-day off-campus workshops during the week of April 24, 2001. The focus of all these staff development endeavors was child development issues within the classroom as well as literacy and its impact across the curriculum. The New Jersey Core Curriculum Content Standards as well as the New Jersey Early Childhood Preschool Expectations were the basis for the content of these workshops. Developmentally appropriate delivery of instruction as well as classroom environments were also discussed during these sessions.

Successful	Unsuccessful	Not Implemented
A		
B/C		

### Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 2:** Administer the Developmental Skills Checklist (DSC) to kindergarten students. Results will be used to determine progress and accordingly improve instruction to meet students' needs. (*page 25 B*)

#### **Explanation of Success/Nonsuccess:**

**A.** A post-test was administered in the spring of 2001. The results of the post- test will be analyzed as soon as scores are received, However, informal teacher informal anecdotes note significant student progress based on their observations during the testing process.

Presently, the Early Childhood Department is exploring various other appropriate assessments.

**B/C.** Teacher input about these staff development opportunities has been extremely positive and implementation of these ideas is evident to a large degree via supervisory site visits and principal visits.

### Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 3:** In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (*page 26 A, B*)

**A.** Principals received assistance in supporting staff efforts to evaluate instructional strategies and to determine their effectiveness in improving student achievement.

Assistant superintendents, directors, subject area supervisors, and resource teachers met with principals both formally and informally at cluster meetings; before, during and after grade-level meetings and demonstration lessons; and in individual sessions. Results of interim and standardized test results were reviewed and suggestions were given to use the data to group students for instruction, identify areas of student strengths and weaknesses, and evaluate and recommend instructional strategies.

School test coordinators attended both statewide and district training sessions in the interpretation of test scores and in using test results to plan and modify instruction. Additionally, resource binders were prepared for each school that contained an analysis of test scores and disaggregated data to guide schools in preparing instructional programs.

The first administration of the Standards Proficiency Assessment (SPA), the new local assessment which mirrors the ESPA, GEPA, and HSPA took place in grades 3, 7, and 9. The first administration of the NJ PASS occurred in grades 1, 2, 5, 6. Next year, the SPA will be extended to grades 5, 6, and 10. Once the test results are received, schools will receive training to utilize test results to modify instruction

**B.** SMT chairs/facilitators/test coordinators were designated by each school, to evaluate interim and end-of-year test data for the purpose of grouping students and/or making modifications in instruction

Successful	Unsuccessful	Not Implemented
<b>A</b>		
<b>B</b>		

## Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 3:** In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (*page 26 A, B*)

### Explanation of Success/Nonsuccess:

**A.** Schools used assessment data to analyze student strengths and weaknesses and to modify instruction to meet student needs

- The overall district passing rate on the ESPA in language arts increased (+31.5) compared to 1999-2000. Scores in 29 of the 22 schools (100 %) increased.
- The overall district passing rate on the ESPA in mathematics increased (+8.8%) compared to 1999-2000. Scores in 19 out of the 29 schools tested (65.5 %) increased.
- The overall district passing rate on the ESPA in science increased 8.7% compared to 1999-2000. Scores in 21 out of the 29 schools tested (72.4 %) increased.
- The overall district passing rate on the GEPA in language arts decreased slightly (-1.1) compared to 1999-2000. Scores in 9 of the 22 schools (40.9 %) increased.
- The overall district passing rate on the GEPA in mathematics increased slightly (+0.7%) compared to 1999-2000. Scores in 14 out of the 22 schools tested (63.6 %) increased. Also note that mathematics scores increased 8.1 percentage points from March 1999 to March 2001.
- The overall district passing rate on the GEPA in science increased 12% compared to 1999-2000. Scores in 20 out of the 22 schools tested (90.9 %) increased.

In-service in data analysis will be continued next year. Individual schools will receive additional assistance from assistant superintendents, directors, content supervisors, and other central office staff.

**B.** Each model developer provided the school-based facilitators with student assessment components. The facilitators then aligned the assessment components with the Core Curriculum Content Standards and the District's initiatives towards meeting their educational benchmarks and improving scores on statewide and District tests. Facilitators, School Management Team chairpersons, and curriculum committees, worked closely with the developers to analyze assessment results and modify instruction to student needs.



### Section 1: ASSESSMENT OF STUDENT PERFORMANCE

**Strategy 3:** In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (page 26 C)

C Schools received assistance in evaluating the effectiveness of Whole School Reform Models. End-of-year test data was analyzed by cohort and model and developers were consulted to assist schools to modify instruction to meet student needs.

Successful	Unsuccessful	Not Implemented
X		

#### Explanation of Success/Nonsuccess:

Facilitators/school test coordinators attended both statewide and district training sessions in the interpretation of test scores and in using test results to plan and modify instruction. Additionally, resource binders were prepared for each school that contained an analysis of test scores and disaggregated data to guide schools in preparing instructional programs. In-service training included assistant superintendents, principals, facilitator, test coordinators and content supervisors.

The first administration of the Standards Proficiency Assessment (SPA), the new local assessment which mirrors the ESPA and GEPA, took place in grades 3, 7, and 9. The first administration of the NJ PASS occurred in grades 1, 2, 5, 6. Next year, the SPA will be extended to grades 5, 6, and 10. Once the test results are received, schools will receive training to utilize test results to modify instruction

**Strategy 3:** In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (page 26 A, B continued)

ESPA 2001 - LANGUAGE ARTS LITERACY			
SCHOOL	COHORT	MODEL	%IMPROVEMENT
School #19	2A	Comer	+58.5
School #16	3rd	CES	+55.3
School #29	1 <sup>st</sup>	SFA	+51.3
School #11	3rd	CES	+48.2
School #27	1st	AS	+47.0
School #17	1st	SFA	+44.1
School #10	2A	CES	+40.4
School #25	3rd	Comer	+40.4
School #20	2A	CES	+39.0
School #24	2A	CES	+37.1
School #28	1st	Comer	+37.0
School #2	1st	SFA	+36.0
MLK	2A	CES	+35.7
School #26	2A	SFA	+33.4
School #8	2A	Comer	+33.1
School #5	3rd	CES	+33.1
School 1	2A	CES	+32.9

*Overall district passing rate on the ESPA in language increased 31.5% compared to 1999-2000. Scores in 29 of the 29 schools(100%) showed increases ranging from 6.8% to 58.5 %, and includes:*

- 11 of the district's 12\* CES schools (Coalition of Essential Schools)
- All of the district's 9 SFA schools (Success For All)
- 5 of the district's Comer schools (School Development Program)
- Each of the district's MRS schools (Modern Red Schoolhouse)
- The district's CFL school (Community For Learning)

#### **Results by Cluster**

- Cluster I: 9 of 9 schools improved (100%)
- Cluster II: 13 of 13 schools improved (100%)
- Cluster IV: 7 of 7 schools improved (100%)

\* One Comer and 1 Coalition School do not house a fourth grade

**ESPA 2001 - LANGUAGE ARTS LITERACY**  
(continued)

SCHOOL	COHORT	MODEL	%IMPROVEMENT
NSW	1st	Comer	+29.2
School #18	2A	CES	+29.1
School #6	1st	SFA	+25.9
School #12	1st	SFA	+25.0
Roberto Clemente	1st	SFA	+22.7
EWK	2A	SFA	+19.8
School #9	2A	CES	+19.7
School #15	1st	MRS	+19.4
School #3	2nd	CFL	+12.1
School #21	1st	SFA	+9.7
School #14	3rd	CES	+8.9
School #13	1st	MRS	+6.8

*Overall district passing rate on the ESPA in language increased 31.5% compared to 1999-2000. Scores in 29 of the 29 schools(100%) showed increases ranging from 6.8% to 58.5 %, and includes:*

- 11 of the district's 12\* CES schools (*Coalition of Essential Schools*)
  - All of the district's 9 SFA schools (*Success For All*)
  - 5 of the district's Comer schools (*School Development Program*)
  - Each of the district's MRS schools (*Modern Red Schoolhouse*)
- The district's CFL school (Community For Learning)*

**Results by Cluster**

- Cluster I: 9 of 9 schools improved (100%)
- Cluster II: 13 of 13 schools improved (100%)
- Cluster IV: 7 of 7 schools improved (100%)

\* One Comer and 1 Coalition School do not house a fourth grade

## ESPA 2001 MATHEMATICS

SCHOOL	COHORT	MODEL	%IMPROVEMENT
School #16	3rd	CES	+68.0
School #20	2A	CES	+32.9
School #25	3rd	Comer	+27.2
School #28	1st	Comer	+26.9
School #12	1st	SFA	+25.0
School #1	2A	CES	+24.1
School #2	1st	SFA	+23.3
School #29	1st	SFA	+21.7
School #18	2A	CES	+19.5
School #17	1st	SFA	+18.6
School #19	2A	Comer	+16.7
School #24	2A	CES	+16.7
School #27	1st	AS	+10.9
School #21	1st	SFA	+10.2
MLK	2A	CES	+8.4
School #11	3rd	CES	+8.3
School #13	1st	MRS	+7.8
School #8	2A	Comer	+2.7
Roberto Clemente	1st	SFA	+1.4

*Overall district passing rate on the ESPA in mathematics increased 8.8% compared to 1999-2000 Scores in 19 of the 29 schools (65.5 %) showed increases ranging from 1.4 % to 68% and includes:*

- 7 of the district's 12\* CES schools (*Coalition of Essential Schools*)
- 6 of the district's 9 SFA schools (*Success For All*)
- 4 of the district's 6\* Comer schools (*School Development Program*)
- 1 of the district's 2 MRS schools (*Modern Red Schoolhouse*)
- The district's AS school (*Accelerated Schools*)

### Results by Cluster

- *Cluster I: 4 of 9 schools improved (44.4%)*
- *Cluster II: 10 of 13 schools improved (76.9%)*
- *Cluster IV: 5 of 7 schools improved (71.4%)*

\*One Comer and 1 Coalition School do not house a fourth grade

## ESPA 2001 SCIENCE

SCHOOL	COHORT	MODEL	%IMPROVEMENT
School #28	1st	Comer	+54.1
School #16	3rd	CES	+40.3
School #25	3rd	Comer	+24.6
School #27	1st	AS	+21.1
School #24	2A	CES	+20.5
School #19	2A	Comer	+19.1
School #20	2A	CES	+18.0
School #11	3rd	CES	+14.9
School #12	1st	SFA	+14.6
School #1	2A	CES	+13.3
School #26	2A	SFA	+12.6
School #17	1st	SFA	+11.4
School #15	1st	MRS	+11.3
School #29	1st	SFA	+10.9
School #18	2A	CES	+9.8
MLK	2A	CES	+4.4
School #6	1st	SFA	+3.4
NSW	1st	Comer	+3.2
School #8	2A	Comer	+1.8
School #13	1st	MRS	+1.2
School #2	1st	SFA	+0.7

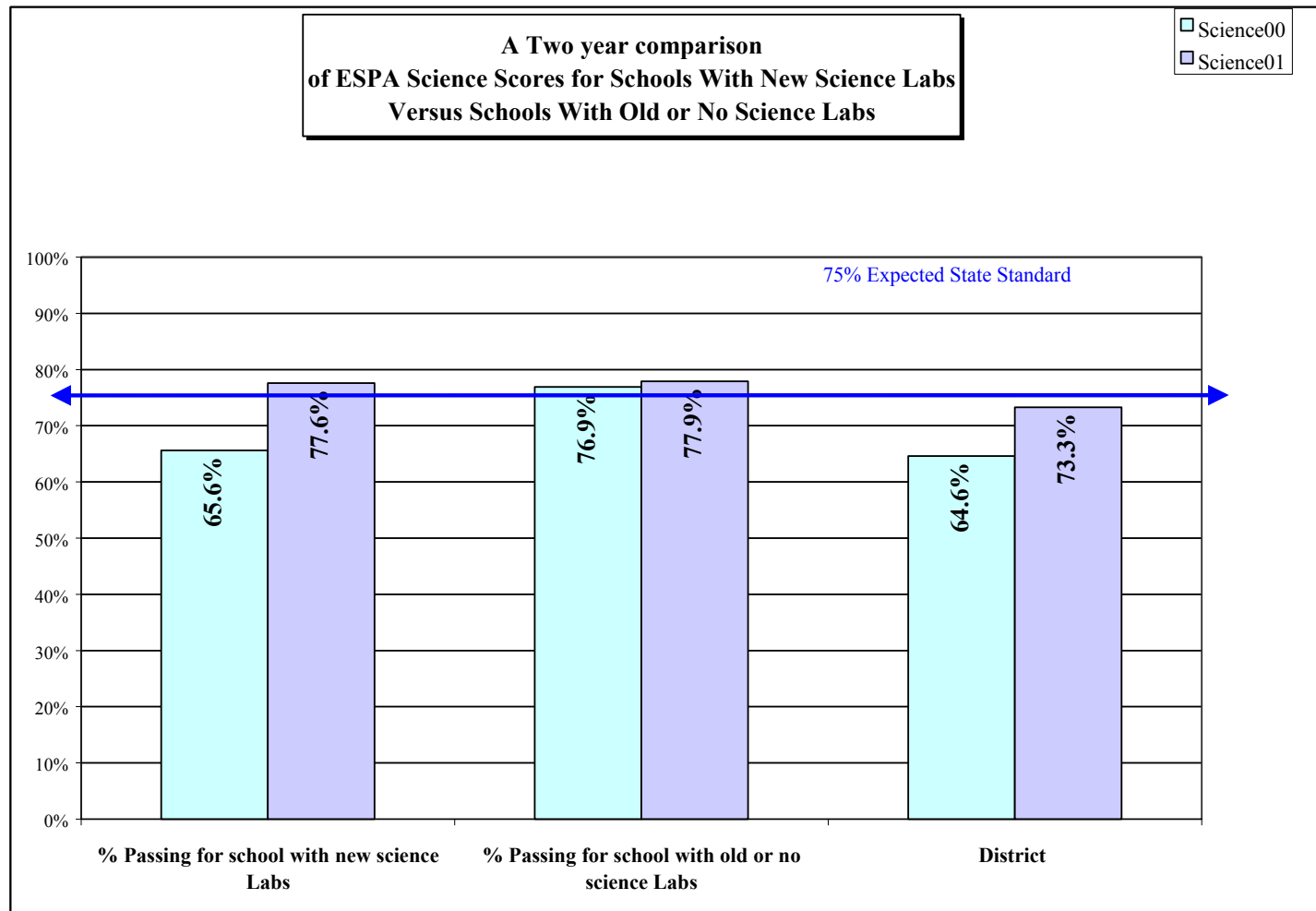
*Overall district passing rate on the ESPA in science increased 8.7% compared to 1999-2000. Scores in 21 of the 29 schools (72.4%) showed increases ranging from 0.7% to 54.1% and includes:*

- 7 of the district's 12\* CES schools (Coalition of Essential Schools)
- 6 of the district's 9 SFA schools (Success For All)
- 5 of the district's 6\* Comer schools (School Development Program)
- Each of the district's 2 MRS schools (Modern Red Schoolhouse)
- The district's AS school (Accelerated Schools)

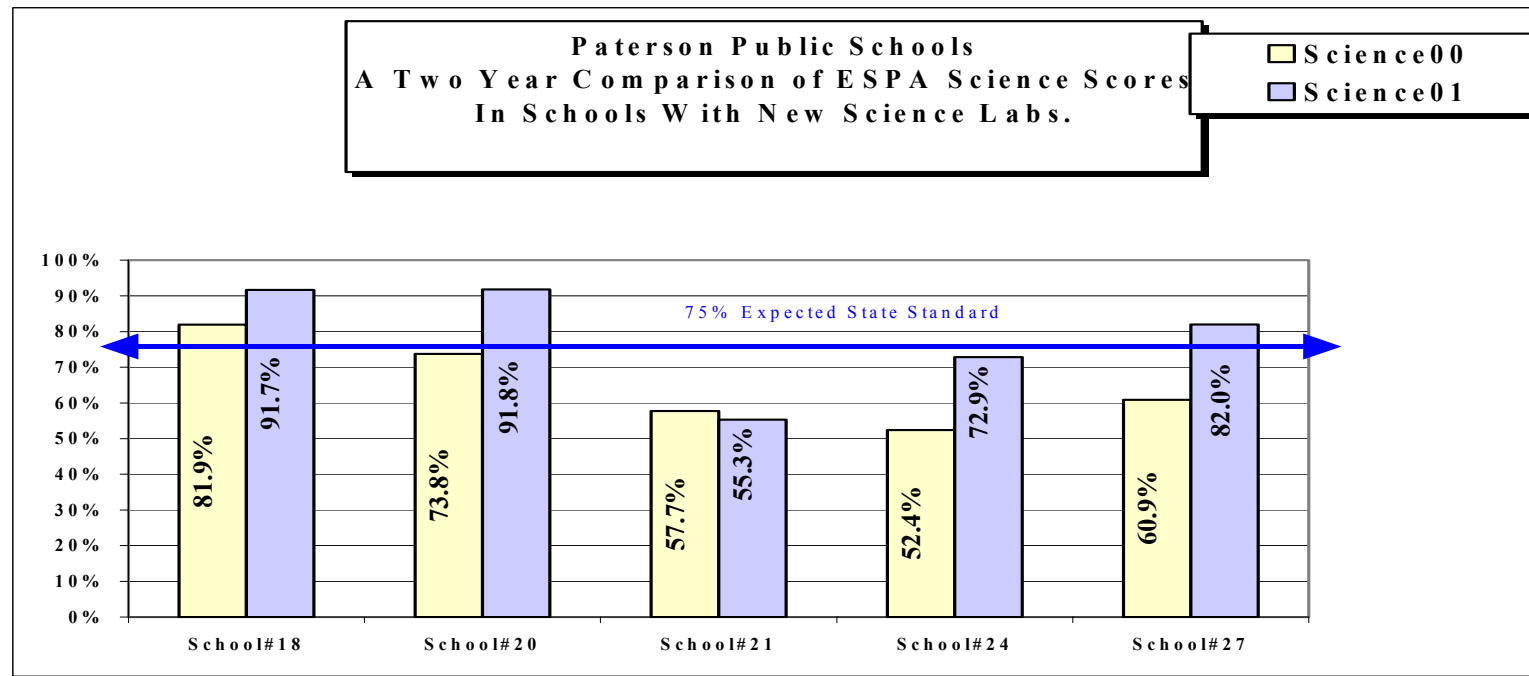
### Results by Cluster

- Cluster I: 6 of 9 schools improved (66.6%)
- Cluster II: 11 of 13 schools improved (84.6%)
- Cluster IV: 4 of 7 schools improved (57.1%)

\*One Comer and 1 Coalition School do not house a fourth grade



The average gain in science scores from 2000-2001 on the ESPA for schools with new science labs is 12 percentage points. This increase is greater than the gain for schools without new science labs (+1.0) and for the total science district gain (+8.7).



- 4 of the 5 schools (80%) with new science labs (Schools 18, 20, 24, and 27) realized increases in ESPA science scores from March 2000-March 2001. Increases ranged from +9.8 percentage points to +21.1 percentage points.
- 4 of the 5 schools (80%) with new science labs met their benchmarks (Schools 18, 21, 24, and 27).
- 17 of the 24 schools (70.9%) without new science labs (Schools 1, 2, 6, 8, 11, 12, 13, 15, 16, 17, 19, 25, 26, 28, 29, MLK, NSW) realized increases in ESPA science scores from May 2000-May 2001. Increases ranged from +0.7 percentage points to +54.1 percentage points.
- 12 of the 17 schools (70.6%) without new science labs (Schools 1, 11, 12, 15, 16, 17, 19, 25, 26, 28, 29, MLK) met their benchmarks in science.

**Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (page 26 A, B continued)**

<b>LANGUAGE ARTS LITERACY GEPA 2001</b>			
<b>SCHOOL</b>	<b>COHORT</b>	<b>MODEL</b>	<b>%Improvement</b>
<b>School #3</b>	<b>2nd</b>	<b>CFL</b>	<b>+28.4</b>
<b>School #7</b>	<b>2nd</b>	<b>CES</b>	<b>+20.8</b>
<b>School #26</b>	<b>2A</b>	<b>SFA</b>	<b>+18.0</b>
<b>School #10</b>	<b>2A</b>	<b>CES</b>	<b>+12.9</b>
<b>School #24</b>	<b>2A</b>	<b>CES</b>	<b>+12.5</b>
<b>School #27</b>	<b>1st</b>	<b>AS</b>	<b>+8.5</b>
<b>School #18</b>	<b>2A</b>	<b>CES</b>	<b>+5.7</b>
<b>MLK School</b>	<b>2A</b>	<b>CES</b>	<b>+4.0</b>
<b>School #25</b>	<b>3rd</b>	<b>Comer</b>	<b>+3.4</b>

*The overall district passing rate on the GEPA in language arts decreased slightly (-1.1) compared to 1999-2000. However, scores in 9 of the 22 schools (40.9 %) increased from 3.4% to 28.4% and includes:*

- *5 of the district's 12\* CES schools (Coalition of Essential Schools)*
- *1 of the district's 6\* Comer schools (School Development Program)*
- *1 of the district's 9\* SFA schools (Success For All Schools)*
- *The district's CFL (Community for Learning) and AS (Accelerated) Schools*

#### **Results by Cluster**

- Cluster I: 4 of 9 schools improved (44.4%)
- Cluster II: 5 of 13 schools improved (38.5%)

\*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade



**MATHEMATICS  
GEPA 2001**

SCHOOL	COHORT	MODEL	%Improvement
School #13	1st	MRS	+22.4
School #3	2nd	CFL	+16.6
School #4	2A	Co-Nect	+12.6
School #27	1st	AS	+12.9
School #18	2A	CES	+11.5
School #8	2A	Comer	+10.8
School #7	2nd	CES	+10.4
School #6	1st	SFA	+8.9
School #25	3rd	Comer	+8.2
School #26	2A	SFA	+6.5
NSW School	1st	Comer	+5.8
School #2	1st	SFA	+3.1
School #24	2A	CES	+1.1
School #9	2A	CES	+0.4

*The overall district passing rate on the GEPA in mathematics increased slightly (+0.8%) compared to 1999-2000. Scores in 14 out of the 22 schools tested (63.6 %) increased from 0.4% to 22.4 %, and includes:*

- *4 of the district's 12\* CES schools (Coalition of Essential Schools)*
- *3 of the district's 9 \* SFA schools (Success For All)*
- *3 of the district's 6\* Comer schools (School Development Program)*
- *The district's Co-Nect, CFL (Community For Learning) and AS (Accelerated) schools*
- *1 of the district's 2 MRS schools (Modern Red Schoolhouse)*

**Results by Cluster**

- Cluster I: 6 of 9 schools improved (66.6%)
- Cluster II: 8 of 13 schools improved (61.5%)

\*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade

**SCIENCE  
GEPA 2001**

SCHOOL	COHORT	MODEL	%Improvement
School #27	1st	AS	+44.7
School #8	2A	Comer	+29.1
School #26	2A	SFA	+28.6
School #25	3rd	Comer	+18.9
School #24	2A	CES	+18.1
School #3	2nd	CFL	+17.1
School #10	2A	CES	+17.3
School #21	1st	SFA	+13.9
School #7	2nd	CES	+13.7
School #18	2A	CES	+13.7
School #11*	3rd	CES	+12.8
School #4	2A	Co-Nect	+9.1
School #6	1st	SFA	+8.5
School #20	2A	CES	+8.1
School #15	1st	MRS	+6.6
School #13	1st	MRS	+5.4
School #12	1st	SFA	+3.7
MLK School	2A	CES	+3.1
School #5	3rd	CES	+1.9
School #9	2A	CES	+1.9

\*Scores include students from the Performing Arts Academy

*The overall district passing rate on the GEPA in science increased 12% compared to 1999-2000.*

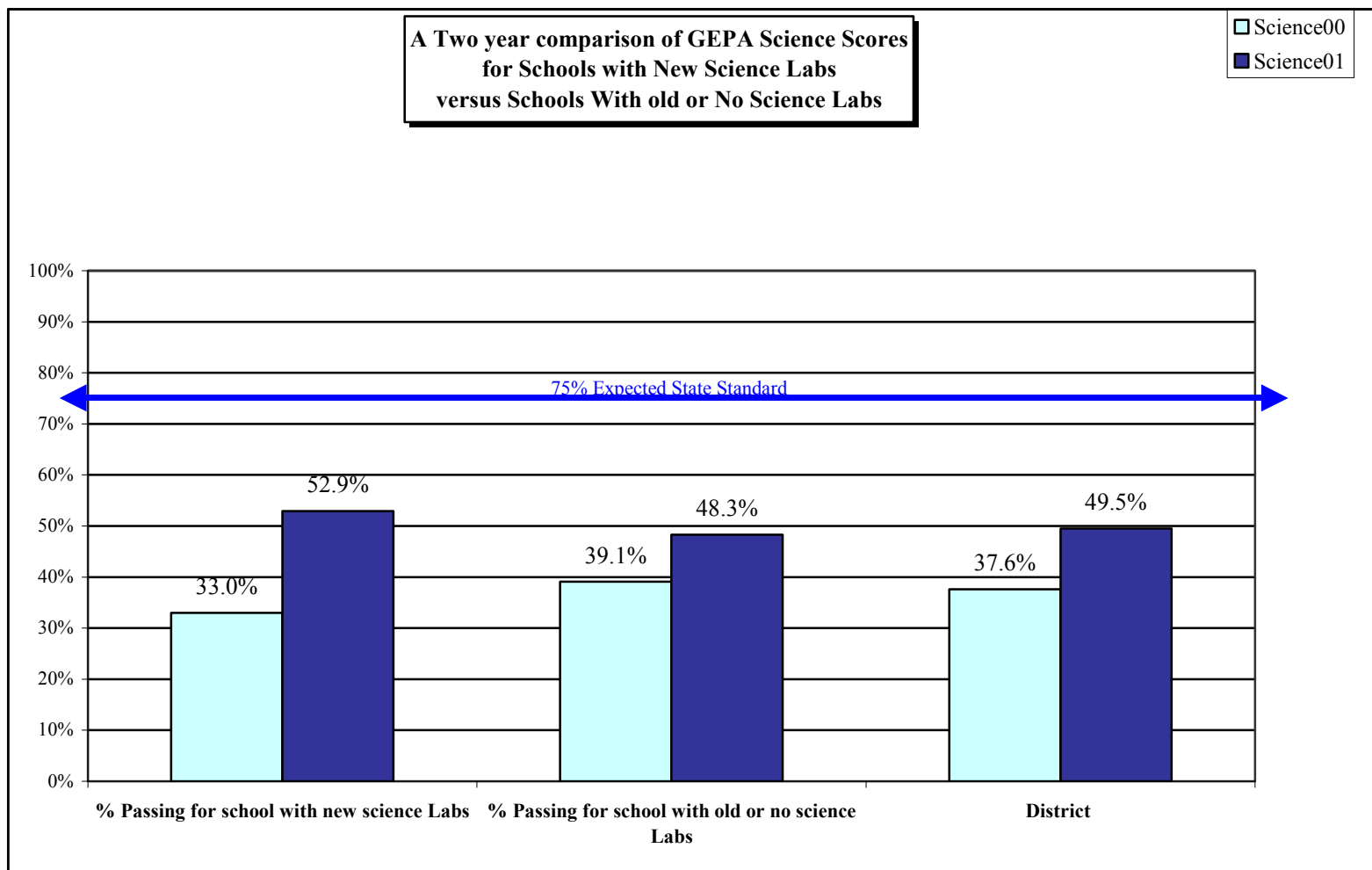
*Scores in 20 out of the 22 schools tested (90.9%) increased, from 1.9% to 44.7% and includes:*

- 9 of the district's 12\* CES schools (Coalition of Essential Schools)
- 4 of the district's 9 \* SFA schools (Success For All)
- 2 of the district's 6\* Comer schools (School Development Program)
- The district's Co-Nect, CFL (Community For Learning) and AS schools (Accelerated Schools)
- Both of the district's 2 MRS schools (Modern Red Schoolhouse)

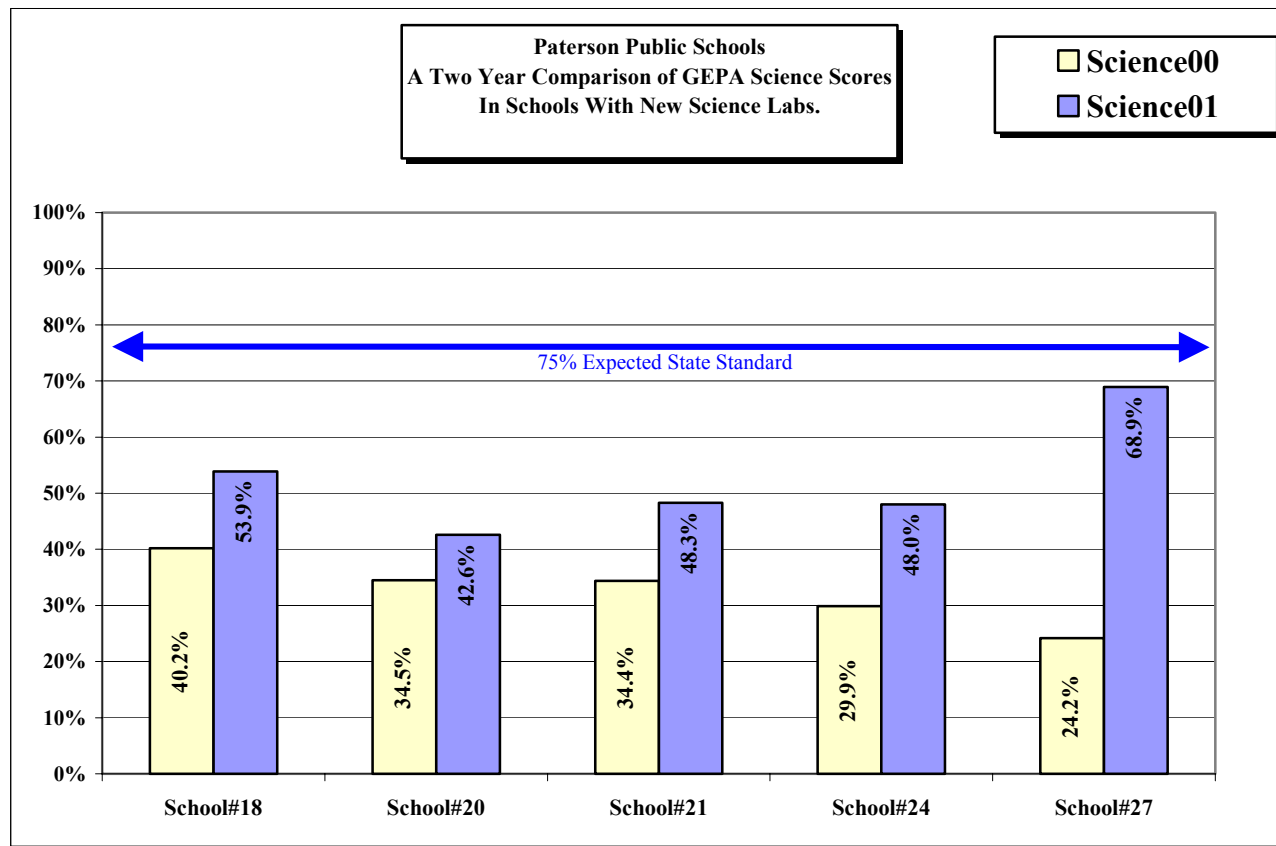
**Results by Cluster**

- Cluster I: 8 of 9 schools improved (88.8 %)
- Cluster II: 12 of 13 schools improved (92.3%)

\*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade



- The average gain in science scores from 2000-2001 on the GEPA for schools with new science labs is 19.9 percentage points. This increase is greater than the gain for schools without new science labs (+9.2) and for the total science district gain (+11.9).



- All 5 schools with new science labs (Schools 18, 20, 21, 24, and 27) realized increases in GEPA science scores from March 2000-March 2001. Increases ranged from +44.7 percentage points to +8.1 percentage points.
- 4 of the 5 schools (80%) with new science labs met their benchmarks (Schools 18, 21, 24, and 27).
- 15 of the 17 schools (88%) without new science labs (Schools (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 25, 26, MLK) realized increases in GEPA science scores from March 2000-March 2001. Increases ranged from +29.1 percentage points to +1.9 percentage points.
- 7 of the 17 schools (41%) without new science labs (Schools 3, 7, 8, 9, 11, 25, 26) met their benchmarks in science.

***EVALUATION OF STRATEGIES***

***(2a) TECHNICAL ASSISTANCE  
AND SUPPORT TO ELEMENTARY SCHOOLS***

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 28)*

### **GRADE FOUR/GRADE EIGHT ACTION PLAN**

The district continued to provide extensive staff development for grade K-8 teachers by sending in a cadre of selected and trained substitute teachers. These specially trained substitutes instructed students in language arts literacy, math, science and social studies skills tested on the ESPA and GEPA. The classroom teachers were sent off campus to receive full-day training in effective implementation of Core Curriculum Content Standards.

Successful	Unsuccessful	Not Implemented
X		

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 28*)

### Explanation of Success/Nonsuccess:

The district successfully implemented this program over a span of 120 full days of training to over 2,000 teachers of grades Pre-K through grade 12 inclusive. Each teacher received a minimum of six hours of staff development through this program. Teachers of specifically targeted grade levels and/or subject areas identified by the district as those in need of additional training (i.e., fourth grade literacy, eighth grade mathematics, etc.) received up to 24 hours of training through this program. All four core areas of the Core Curriculum Content Standards were equally addressed during the training sessions. Training sessions led for by district content area administrators focused on curricular alignment, instructional skills and strategies, and classroom management protocols. During these off-campus training sessions, a specially trained cadre of substitute teachers equipped with district-produced lesson plans applicable to grade levels covered were dispatched to those classrooms affected by a teacher being redirected for full-day training. In this way, any negative effects on students due to their teacher's absence were significantly mitigated. Students were able to practice real-skill exercises during their classroom teacher's attendance at staff development. A district-wide end-of-the-year professional development needs assessment completed by all district teaching staff has preliminarily indicated that staff members found this off-campus staff development program to be their most effective staff development received during the 2000-2001 school year. A majority of such respondents indicated that they incorporated skills, tools and materials provided within the context of this program in their classroom instructional practice.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 28)

### **Whole School Reform Model Teacher and Principal Leadership Institute**

Developers continued to meet with and support each principal and staff in their implementation of their chosen model and to integrate the requirements of the model with district initiatives and state and local standards. Developers and staff from the district's Whole School Reform Office worked closely with each school on the assessment of student progress and on analyzing test results to modify instruction to meet student needs.

Successful	Unsuccessful	Not Implemented
X		



## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 28*)

### **Explanation of Success/Nonsuccess:**

The Whole School Reform Department assigned staff members to serve as the point person for the various models. One of the roles of the point person was to align the components of the chosen Whole School Reform model with the initiatives of the District and assure that the model is compliant with state mandates. Additionally, point persons coordinated assessment components with the schools' needs assessments in order to insure a smooth integration and alignment of district initiatives with whole School Reform Models. (including the budget process).

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 28 A, B)

### Cross-Curricular Action Plan

**A/B.** Staff development was provided to all K-8 teachers during full-day training sessions, common preparation periods, grade level meetings and after-school sessions. Topics focused on specific and interdisciplinary content areas connecting Core Curriculum Content Standards with ESPA and GEPA Specifications, N.J. Frameworks, District Curricula, District Reading Standards, and District Resource Guides (interdisciplinary topics or themes). Content from various disciplines (science, social studies, health, etc.) was used to teach guided-reading strategies and concept and mapping strategies to improve comprehension of informational, every-day, and persuasive texts. Writing tasks presented were also cross-curricular. Math/science fairs were held throughout the district to foster problem-solving and critical thinking skills. Additional resource materials and professional books were also utilized (*In The Middle, Classrooms That Work, Celebrating the Fourth, Literature Circles, Getting Started With Literature Circles, Craft Lessons, Teaching With Poetry, How's It Going. Learning Though Teaching*).

Since one of the District's priorities was to improve ESPA scores, classroom teachers in grades 3 and 4 were provided with four full-days of staff development in an off-campus setting. Each day was dedicated to one of the four core content areas of language arts/literacy, mathematics, science and social studies. District mandated departmentalization of the core areas in grades 7 and 8 allowed the District to identify specific teachers associated with one particular core area. Through the off campus training program, each teacher of grades 7 and 8 received two full days of training in his/her core area. Teachers in grades 1, 3, 5, and 6 also received training in these content areas. All training sessions in all areas and grade levels required district training staff to review and explore alignment and nonalignment issues as evidenced through classroom practice of the curricula, the Core Curriculum Content Standards and ESPA/GEPA skills.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 28 A, B*)

### Cross-Curricular Action Plan

Successful	Unsuccessful	Not Implemented
X		

### Explanation of Success/Nonsuccess:

**A/B.** K-8 teachers were provided with extensive staff development during full-day training sessions. Supervisors and principals attended grade-level meetings, common planning time, and after-school sessions to discuss strategies to improve instruction. Feedback from these sessions was continuously reviewed to strengthen and modify strategies for improving student achievement. Formal and informal observations of instruction revealed that Core Curriculum Content Standards and interdisciplinary teaching are being incorporated into daily instruction.

The district will continue to make staff development a priority in 2001-2002, incorporating interdisciplinary teaching whenever possible.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 28 C*)

### Cross-Curricular Action Plan

C. The District expanded its formal Principals' Institutes to two full-days and further identified the need to minimize the operational components of such institutes to allow for more time to enhance the administrator-as-instructional-leader model. The Principal's Institutes gave building administrators a forum to share successful programs and provided a reference point for the monitoring of instruction

Successful	Unsuccessful	Not Implemented
X		

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 28 C*)

### **Cross-Curricular Action Plan**

#### **Explanation of Success/Nonsuccess:**

The District's overall approach to professional development of its administrative staff is currently under critical review seeking enhancement for the 2001-2002 school year. However, the cluster system has allowed district assistant superintendents to work with their building principals during the course of the 2000-2001 school year with multiple issues including but not limited to Active Teaching and Cooperative Learning. In anticipation of the 2001-2002 school year, the district is investigating programs and models to offer such training in these and other areas cross-cluster to allow for a uniformity of staff development delivery via site based analysis.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 28 D)

### Cross-Curricular Action Plan

**D.** One hundred and twenty-five mainstream teachers were in-serviced throughout the district in strategies that would help these teachers work with recently exited LEP students. The training included strategies for developing multicultural story centers that relate to all five areas of language arts. ACES teachers received in-service training on developing open-ended questions and the use of picture prompts as required in the GEPA. The ACES (Academic, Community, English Skills) Program is a program for over-aged seventh and eighth grade students.

Successful	Unsuccessful	Not Implemented
X		

### Explanation of Success/Nonsuccess:

**D.** Constraints of time and lack of additional supervisory personnel made it difficult to conduct additional workshops for mainstream teachers. However, multicultural materials were provided to all schools for mainstream and bilingual teachers to use during Hispanic Heritage Month and Pan American Month. These materials included open-ended questions related to the poems and literary selections that were part of the package.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 28 E)

### Cross-Curricular Action Plan

E. The district successfully produced a unified calendar for the 2000-2001 school year. Training/staff development for Whole School Reform was integrated into the district's unified staff development calendar for 2000-2001. This calendar was developed in collaboration with the district's Offices of Staff Development and Whole School Reform. The calendar was enthusiastically received and utilized by all departments and school buildings throughout the school year.

Successful	Unsuccessful	Not Implemented
X		

### Explanation of Success/Nonsuccess:

The district's offices of Whole School Reform and Staff Development coordinated their activities through the unified calendar thus minimizing negative impact upon instruction by having too many teachers receiving training on any one day. This calendar includes many specifics regarding staff in-service dates and times, the off-campus training module, Whole School Reform initiatives, etc. Thus, schools were able to review topics and timelines provided by central office staff and supplement their needs accordingly.

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 30 A-C)*

### **Math Action Plan**

A. Non-math certified teachers were provided with the opportunity to improve their knowledge of mathematics through a District sponsored mathematics endorsement program. Tuition and related fees were paid for eleven (11) teachers taking a variety of mathematics courses at William Paterson University. In addition to the offerings of tuition payment, the District explored other incentives to increase the number of mathematics certified instructors.

B. Manipulatives and calculators were an integral part of ESPA and GEPA mathematics staff development and were included as an integral part of classroom instruction. Staff development was provided at all grade levels K-12 through off campus training, and at grade level meetings.

C. All mathematics staff development (K-8) emphasized grade appropriate strategies to score points on open-ended questions. Mathematics Supervisors followed-up in the classrooms where students in both the regular and after- school programs were also exposed to a wide variety of open-ended problems throughout the year.



**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (A-C continued) (*page 30* )

**Math Action Plan**

Successful	Unsuccessful	Not Implemented
A		
B		
C		

**Explanation of Success/Nonsuccess:**

**A** There are 11 teachers participating in the rigorous mathematics endorsement program. Teachers in grades 4 and 8 participated in the program as well as other elementary certified staff.

Though not all teachers completed the 30 credit program to obtain mathematics certification, each math course completed enhanced teacher proficiency and delivery of instruction. The GEPA scores of students whose teachers were enrolled in the program increased by approximately 10%. The knowledge obtained by these teachers was a contributing factor to the success of these students.

Tuition reimbursement continues to be made available to interested candidates. Additionally, the district continues to actively explore methods to increase the number of mathematics-certified instructors within the district. This process, which may involve bargaining unit negotiations, remains in a preliminary stage.

**B.** The observation and monitoring of classroom instruction indicates that the vast majority of students are proficient in the use of calculators. In addition to workshops, classroom observations, grade-level meetings and monitoring of instruction focused on the use of these manipulatives.

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (A-C continued) (*page 30*)

**Math Action Plan**

**C.** Review of the ESPA and GEPA scores indicates success of the districts' emphasis on open-ended problems. There was an increase of 8.8 percentage points in the number of students passing the mathematics sections of the ESPA. Of the 29 schools administering the ESPA, 19 of the schools (65.5%) showed an increase in ESPA math scores. Review of the GEPA scores indicates success of the districts' emphasis on open-ended problems. There was an increase of 0.7 percentage points in the number of students passing the mathematics sections of the GEPA. Of the 22 schools administering the GEPA, 14 of the schools (63.6%) showed an increase in GEPA math scores.

Teachers received staff development on both solving and scoring open-ended problems and were provided with numerous opportunities to reinforce these skills, e.g., interim assessment. Students were also encouraged to practice scoring open-ended questions using rubrics. This scoring practice helped students to become more familiar with what was expected and acceptable. The emphasis that was placed on solving and scoring open-ended questions appears to have contributed to this success.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 31 A -D*)

### Science Action Plan

- A.** A committee of teachers developed a portfolio assessment in science for grades K-8 to obtain baseline data. Teachers received in-service training in the use of the portfolio assessment (September 2000). Science Resource Teachers continued to train all new teachers of science with the portfolio assessment October - March.
- B.** The District continued to provide workshops for test coordinators on performance assessment in science for ESPA and GEPA. Parent programs were conducted for the Paterson and NASA Together for High Expectations and Results (PANTHER) program (included a reception, computer training and evening astronomical observation.)
- C.** Buehler dissolved the Buehler PACT program due to budgetary constraint. The I.K.E. & A.T. & T programs were implemented as a result of grant awards to the Paterson Public Schools. Teachers attended monthly meetings and presented staff development workshops which will continue through the summer.
- D.** The Stevens Institute, Science Link and Elementary Internet Programs provided staff development for teachers incorporating technology activities correlated with the Core Curriculum Content Standards. The Science Link and Elementary Internet Programs were implemented on a monthly basis and teachers developed technology based activities.

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 31 A –D continued)*

**Science Action Plan**

Successful	Unsuccessful	Not Implemented
A		
B		
		C
D		

**Explanation of Success/Nonsuccess:**

**A.** Portfolio Assessment was developed for use in grades K-8 to enable educators to get a closer snapshot of student performance. Teachers received in-service on the use of these portfolios

**B.** Staff development workshops were implemented for teachers in grades 3,4,7 and 8 to address Core Curriculum Standards and N.J. Frameworks (GEPA and ESPA test specifications). Programs provided teachers and students with “hands on” activities that required problem solving skills and critical thinking skills. In addition, science teachers participated in in-service sessions to target areas in the Core Curriculum Standards that need improvement, based on an analysis of test scores. Full day workshops were also held to target these areas and to provide activities and strategies to meet student needs. District Math/Science Fairs were also held to encourage and foster problem -solving skills.

**D.** Teachers involved in the program received training in relating and developing strategies and activities that are connected to the Core Curriculum Standards. Additionally, students and teachers have been involved in the Liberty Science Center Project, the NASA Project and the Mars Millennium Project. The Stevens Educational Technology Program (STEP) program was not implemented as the grant for the college was completed.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 32 A-D)*

### Social Studies Action Plan

- A.** A matrix of geography skills (edited by a William Paterson University professor of geography) was created for grades K-8 and disseminated at grade level meetings and district in-service sessions. The matrix was correlated directly to the Core Curriculum Content Standards.
- B.** Teachers in grades 5-8 were in-serviced in pacing the content of the district's social studies curriculum guide. A pacing chart was created for grade five and distributed to the schools. Additionally, a content timeline was created for grades 7 and 8, and the teachers were given the timelines during in-service sessions. A pacing chart was created for grade five and distributed to the schools. The pacing charts were reviewed for teachers of grades 7 and 8 during staff training days. All new training complemented and enhanced the training charts.
- C.** Teachers in grade 4 were in-serviced on the ESPA test specifications to make them aware of the timelines for their implementation. The test specifications book was copied and distributed to all fourth grade teachers during grade level meetings. Training on priorities was conducted during those sessions.
- D.** Teachers in grades 7 and 8 were in-serviced in the implementation of the social studies framework. Several copies of the social studies framework were distributed to each school. The framework became part of each subsequent social studies workshop.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 32 A-D)

### Social Studies Action Plan

Successful	Unsuccessful	Not Implemented
A		
B		
C		
D		

### Explanation of Success/Nonsuccess:

**A.** Workshop evaluations reveal that teachers find the Skills Matrix very effective in teaching geography. Adjustments in the skill matrix will be made based on results of the ESPA/GEPA when the test is operational. Principals have ordered more maps and globes based on teacher requests.

**B.** Seventh and eighth grade social studies teachers received sufficient training in pacing the curriculum; however, all fifth and sixth grade teachers were not trained due to a lack of staff and time. School administrators reviewed teacher plan books to monitor pacing of lessons.

**C.** Although there was no social studies ESPA this year, teacher performance documented that the bar has been raised for social studies instruction in grade four. This was determined through observations and discussions with teachers at grade level meetings and workshops.

**D.** Time constraints and the lack of human resources in the central office social studies department directly affected complete implementation of the social studies framework.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 33 A-C*)

### Language Arts Action Plan

**A.** District in-service courses on implementing the language arts literacy standards using a variety of strategies and practices were provided. Teachers received ongoing, intensive training on strategies and activities to implement the Language Arts Literacy Core Curriculum Content standards. This training was provided to over 800 teachers. In-service courses focused on a variety of strategies and practices that included, but were not limited to:

- **Picture prompt** activities to increase/improve viewing/writing skills
- **Revising/editing techniques** to continue to improve writing
- **Journal writing** implementation to increase reading and writing
- **Narrative/Informational** reading strategies to improve student reading and writing on a variety of texts.
- Expansion of the utilization of **Graphic Organizers, Semantic Mapping, Venn Diagram**
- **Literature Circles** implementation to improve reading. Teachers and students will read and discuss good literature.
- **Open-ended questions** to improve the response to this type of item on tests.
- **Sustained silent reading** a minimum of- 10 minutes on a daily basis.
- Use of the **GEPA/ESPA rubrics**.
- **Active Teaching** techniques for use with small and large *groups*

Dr. Roger Farr, a nationally recognized expert in language arts instruction, was the keynote speaker for workshops attended by all administrators and classroom teachers at all grade levels (K-12). His presentation outlining the need to promote direct instruction and practice of cognitive and meta-cognitive strategies during the reading and writing process was inspirational and engendered a more positive attitude toward suggestions for instructional modifications. District in-services continued to build on strategies discussed at this districtwide workshop.

**B.** Supplemental materials containing open-ended questions and appropriate writing prompts related to the board-approved curriculum for grades 3-8 were developed/and or purchased. Materials selected addressed ESPA/GEPA skills and were designed to develop and support all aspects of the writing process. The selected materials also targeted reading comprehension skills including inferential and analyzing/critiquing text questions.

**Strategy 1:** Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(pages 33 A-C continued)*

**Language Arts Action Plan**

Successful	Unsuccessful	Not Implemented
A		
B		

**Explanation of Success/Nonsuccess:**

**A.** Anecdotal reports from school administrative staff, district supervisory staff, and from teachers themselves, as well as direct observation of student work, indicates that instruction is becoming better aligned to the Language Arts Literacy Standards. They also reveal that training and additional strategies and activities, e.g. teacher and peer conferencing, are needed. During the 2000-2001 school year, training was provided in the areas demonstrated as needing improvement by teacher observations, teacher feedback, lesson plans, student work, and test results.

**B.** Anecdotal reports from school administrators as well as direct observation of instruction and student work, indicate that supplemental materials provided needed support for improving students' performance on open-ended questions and written essays. They also developed and supported all aspects of the writing process and reading comprehension skills improvement. Materials are also used to individualize instruction to meet student needs.



## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 35 A1-A5)*

### **A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement**

#### **CROSS CURRICULUM**

**A1.** Assistant Superintendents of School Operations met regularly with their cluster teams to develop tasks, interdisciplinary assignments and staff development sessions that addressed the ESPA/GEPA (e.g., writing essays, science labs/reports, open-ended questions, social studies reports, etc.) Cluster Teams reviewed and made necessary modifications based upon contacts with particular teachers and school administrators (when and where applicable).

Meetings addressed the following concerns:

- Open-ended questions
- Revising/editing
- Departmentalization
- Mini-assessments
- Weekend and holiday assignments
- After-school and Saturday tutoring
- Use of staff resources to support ESPA and GEPA instruction (computer teachers, librarian, test coordinator, art teacher, etc.)
- Off campus approach in staff development
- Substitute pool
- Urgency in literature and science on the ESPA

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 35 A1-A5*)

### **A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement**

**A2.** Assistant Superintendents of School Operations worked with cluster principals to ensure that their teachers’ PIPs addressed the improvement of ESPA/GEPA skills. At all principals’ meetings, the Core Curriculum Content Standards were addressed to ensure that the district and school education plans were being implemented, especially regarding strategies relating to specific staff members (Professional Improvement Plans). The following points were discussed:

- Use of multiple visual aids to ensure the processing of information (VCR, overhead projector, wipe boards, writing journals. etc.)
- Need to increase the amount of real writing, especially at grades 2, 3, and 4
- Effective use of the Team Teaching Concept (2 teachers in the classroom)
- Use of Peer Coaching (student to student)
- Impact of sustained silent reading
- Use of graphic organizers especially in the area of writing development

**A3.** Assistant Superintendents of School Operations were held accountable for improving ESPA/GEPA skills by making classroom observations to ensure that teachers are including open-ended questions, writing prompts, and timed reading in their lessons. Assistant Superintendents of School Operations and their language arts, mathematics, and science supervisors/support teachers made regular visits to each of the schools, not only to discuss student progress and monitor instruction, (especially open-ended questions, writing prompts and timed reading) but also to provide demonstration lessons in writing, reading, math, and science in select schools. The importance of doing quality work in and out of school was stressed to all 8th grade students.

**A4.** Assistant Superintendents of School Operations worked with cluster principals to monitor and sustain the 4th and 8th grade students’ attendance at or above 90% state standard. The newly implemented Keystone Data System computerized student record keeping and provided accurate and immediate access to student attendance. Staff and student attendance was constantly examined and monitored. The district continued to seek out strategies to ensure compliance with the state standard of 90%.

**A5.** Assistant Superintendents of School Operations and principals reviewed teacher scheduling to assist principals in providing “common planning time” for teachers (especially in grades 4 and 8 across disciplines and within individual departments). This strategy is a key to articulation of the New Jersey Core Curriculum Content Standards as it provides teachers with an opportunity to discuss grade level goals and strategies to meet the designated objectives.

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction (*page 35 A1-A5 continued*)

**A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement**

Successful	Unsuccessful	Not Implemented
<b>A1</b>		
<b>A2</b>		
<b>A3</b>		
<b>A4</b>		
<b>A5</b>		

**Explanation of Success/Nonsuccess:**

**A1.** Feedback during meetings indicated that cluster meetings have been successful in assisting principals and teachers to monitor the effectiveness of instructional strategies and to align curriculum on an on-going basis.

**A2.** . Assistant superintendents, assistant directors, content supervisors, and resource teachers monitored classroom instruction and worked with principals to improve the delivery of instruction. Teacher PIPs (Professional Improvement Plans) were reviewed to reflect teacher evaluations and to ensure the inclusion of skills necessary to implement the Core Curriculum Content Standards.

**A3.** Classroom observations ensured that strategies and activities presented during staff development sessions were being implemented into daily instruction and that instruction was aligned to the Core Curriculum Content Standards

**A4.** Classroom observations ensured that teachers included open-ended questions, writing prompts, and timed readings in their instruction.

**A5.** At least one common planning session a week was established in a majority of the schools, creating opportunities for dialogue between and among staff members. Direct observation and feedback from principals, assistant directors, content supervisors, and resource teachers revealed that the time was used effectively and efficiently, especially in the areas of writing and math.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 36 B1-B5)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross-Curriculum**

**B1.** Sustained-silent reading for every elementary class in the district was continued. Contractually, the school day included an additional 10 minutes to accommodate the sustained-silent reading initiative.

**B2.** Timed reading in content areas and bi-weekly writing prompts alternating with science and social studies classes were provided at select grade levels and sites.

**B3.** Students in grades 4 and 8 were taught to score their own responses to open-ended items/essays, and to score other students’ responses (self and peer critiquing) as a means to improve the responses to this type of item on tests. Furthermore, the interdisciplinary use of skills established connections between and among domains.

**B4.** Central office content supervisors and assistant directors developed interim assessments (midyear) in math, language arts/literacy, science, and social studies (in addition to the regularly scheduled ESPA and GEPA). Results were used to analyze progress and accordingly modify instruction to meet student needs in grades 4 and 8.

**B5.** Binders containing an analysis of test scores were distributed to central office and school level personnel in August 2001. Updates were provided after Cycle II reports were received and extended day program data was available. This information was used to provide data driven feedback to better effect instructional decisions to meet student needs. Content supervisors and assistant directors met with principals and teachers to discuss the analysis of the tests.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 36 B1-B5*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross-Curriculum**

Successful	Unsuccessful	Not Implemented
B1		
B2		
B3		
B4		
B5		

### **Explanation of Success/Nonsuccess: Cross-Curriculum**

**B1.** Principals and cluster supervisors monitored sustained silent reading. Whole School Evaluation Teams consisting of content supervisors and other central office personnel visited the schools assigned to their cluster and also observed the sustained silent reading program.

**B2.** Elementary school teachers received additional in-service in developing and scoring open ended questions/essays.

**B3.** Emphasis was placed on students’ learning to score open-ended items using rubrics. This process assisted students in formatting solutions to open-ended problems. The increase in language arts scores (ESPA 31.5%; GEPA scores remain above 60% passing), math scores (ESPA 8.8%; GEPA 0.7%) and science scores (ESPA 8.7%; GEPA 12%) indicate that curriculum modifications and classroom instruction is aligned with the Core Curriculum Content Standards.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 36 B1-B5)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross-Curriculum**

**B4.** Interim assessments were administered. Refer to Section 1 (pages 43-56)

**B5.** Analysis of ESPA and GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. Reference to this activity can be found throughout this Annual Report.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 37 Mathematics 1, 2*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

#### **Mathematics**

A. District-made open-ended and multiple-choice quizzes were administered to students of grades 4 and 8. Additional ESPA/GEPA homework problems and classroom assignments also provided students with an abundance of open-ended mathematics problems. In addition to solving these problems, students were provided with experiences in scoring the items using rubrics. Cluster math supervisors and support teachers scored quizzes and feedback was provided to classroom teachers. Open-ended questions were also infused into weekly math lessons.

B. Student centered instruction was utilized to provide instructional opportunities to allow students to demonstrate “what they know” and “what they are able to do” (solving and scoring open-ended questions). Students in grades 4 and 8 were provided with opportunities to construct open-ended questions as well as assess their responses to open-ended items. Students also had opportunities to score their classmates’ responses. These activities gave students a clearer understanding of the scoring rubric as well as a means of self-improvement.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 37 Mathematics 1, 2*)

**B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

### Mathematics

Successful	Unsuccessful	Not Implemented
A		
B		

### Explanation of Success/Nonsuccess:

**A/B.** An analysis of the 1999-2000 mathematics ESPA and GEPA scores was used to impact instructional decisions at both the school and district levels. Increased time and attention, as well as a variety of instructional strategies, were provided as topics where student performance lagged. Part of the increase in the number of students passing the mathematics section of the 2001 ESPA and GEPA can be attributed to the improved ability of students to do open-ended questions.

Weekly open-ended and multiple-choice quizzes were successful for a number of reasons. Teachers were provided with an assortment of ESPA or GEPA-like problems. Students were then given the opportunity to solve a variety of problems with ESPA/GEPA format and content. Analysis of results provided teachers and supervisors with additional insights into student understanding. As the year progressed, student performance on the weekly quizzes improved. The increased emphasis that was placed on open-ended questions has played an integral part in the increase in performance.



## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 37 Language Arts 1,2*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

#### **Language Arts**

**A.** Alternative assessments (student centered) were designed and instituted to allow students to demonstrate “what they know” and “what they are able to do.” Assessments included project-based activities (booklets, portfolios and critiques of authors, etc.); using rubrics to assess work; and journal writing to reflect and document learning.

**B** District made bi-weekly writing and reading assessments were piloted in grades 4 and 8 at select sites throughout the school year. Test Coordinators and classroom teachers at select sites (Cluster II) scored the assessments, tabulated the scores of multiple choice and open-ended questions and, after consultation, altered instruction to address weaknesses.

Successful	Unsuccessful	Not Implemented
<b>A</b>		
	<b>B</b>	

#### **Explanation of Success/Nonsuccess:**

**A.** ESPA scores in language arts literacy increased 31.5% from 2000-2001. All of the 29 schools (100%) administering the ESPA realized increases in scores ranging from 6.8% to 58.5%. Although the percentage of students passing the language arts literacy section of the GEPA districtwide did not improve, the decrease was about the same as the decrease across the state. In addition, anecdotal reports from school administrative staff, district supervisory staff, and from teachers themselves, as well as direct observation of lesson plans and student work, indicate that instruction is becoming better aligned to the Language Arts Literacy Standards. Additionally, modifications will be made to increase the use of additional strategies and classroom activities, e.g., teacher and peer conferencing, literature circles, intervention techniques. Scores on open-ended and multiple-choice questions are not reported separately; therefore, student performance on open-ended questions cannot be disaggregated. However, the increase in the number of “analyzing/critiquing-text” questions on the GEPA reinforces the need to stress these types of activities both in in-service training and classroom instruction.

It should be noted that the district’s language arts scores remain above 60% passing. Additionally, 9 of the 22 schools (40.9 %) realized an increase in scores from March 2000 to March 2001.

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 37 Language Arts 1,2*)

**B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

### **Language Arts**

**B.** A comparison of the pilot schools’ prior results with this year’s and a comparison with the non-pilot schools’ results does not show a significant gain of achievement in the pilot schools. Strategies to implement modification in instruction based on these assessments will be reviewed by the Assistant Superintendent of School Operations (Cluster II), principals, and language arts supervisor. Adjustments will be made to this strategy to enhance the utilization of these assessments.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 39 A-G*)

### **Cross Curricular Action Plan**

**A.** A K-6 curriculum committee was organized to rewrite and align the current K-6 social studies curriculum guide with the NJCCCS and the test specifications. The mathematics department is in the process of completing revisions of the K-8 curriculum to enhance the alignment with the NJCCCS and item specifications for ESPA/GEPA. An update of the language arts curriculum guide is also in progress. The Science Department prepared an alignment as soon as the Core Curriculum Content Standards were implemented. The alignment grid is found in the K-8 curriculum guide.

**B/F.** Supplemental materials to increase ESPA/GEPA skills were distributed to the schools. Classroom implementation was monitored by subject area supervisors, assistant directors and principals. Emphasis was placed on instructional practices that utilized hands-on activities, and student-centered lessons to improve student performance across the disciplines.

**C/D** In an effort to strengthen the alignment of classroom instruction and assessment with the CCCS, the mathematics, science, and social studies departments have established timelines for 3rd, 4th, 7th and 8th grade teachers using ESPA/GEPA specifications. Content timelines were distributed and discussed during the full day workshops. The timelines offered the supervisors and principals the opportunity to observe lessons and evaluate plans according to a districtwide pacing plan. Subject supervisors and principals monitored classroom instruction based on the timelines. Science content timelines were established and study guides were distributed to teachers. The timelines and guides address the Science test specifications for both ESPA and GEPA.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 39 A-G*)

### Cross Curricular Action Plan

**E.** Academic Quiz Bowl for eighth grade students was implemented districtwide. Questions emphasized content included in the District Curriculum, the Core Curriculum Content Standards and GEPA specifications in mathematics, language arts, science, and social studies. The “jeopardy style” board also included categories in the arts, current events and sports. This highly competitive and interactive game was a catalyst to support successful GEPA achievement. The Science Department also developed Science “Gepardy” and “Espardy” to be distributed at the N.J. Science Teachers Convention.

**G.** Instructional and assessment strategies were developed and others modified after test results were received and analyzed. Analysis of 1999-2000 ESPA and GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. Content supervisors and assistant directors met with principals and teachers to discuss the results and modify instruction to meet student needs.

Successful	Unsuccessful	Not Implemented
A		
B/F		
C/D		
E		
E		
G		

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. *(page 39 A-G continued)*

**Explanation of Success/Nonsuccess:**

**A** Social Studies Curriculum Revision Committee for grades K-6 was created. Implementation of the social studies test will begin in September 2001. The mathematics department is in the process of completing revisions of the K-8 curriculum to enhance the alignment with the NJCCCS and item specifications for ESPA/GEPA. The science and language arts departments have completed curriculum alignment to the CCCS.

**B. F.** Supplemental materials for areas identified on GEPA and the NJCCCS were provided to the schools. Classroom observations by subject area supervisors indicate that student centered lessons, use of manipulatives, and hands-on activities were a primary focus in classroom instruction.

**D.** Mathematics, science, social studies and language arts departments established and monitored timelines for 8th grade teachers in an effort to strengthen the alignment of classroom instruction and assessment with the CCCS.

**E.** The emphasis of the Academic Quiz Bowl was based on the CCCS and GEPA specifications in Mathematics, Language Arts, Social Studies and Science. The “jeopardy style” board also included categories in the Arts, Current Events and Sports. This highly competitive and interactive game acted as a continuum toward successful GEPA achievement.

**G.** Analysis of GEPA scores was performed to determine areas of strengths and weakness on a district, school, and individual student level. Reference to this activity can be found throughout this Annual Report. ESPA scores will be analyzed as soon as they are available.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 41 A-C*)

### **Math Action Plan**

**A.** The District developed quizzes for students in grades 4 and 8 to reinforce previously learned mathematics. . The quizzes, which included multiple-choice and open-ended questions, reflected ESPA and GEPA format and item specifications. Quizzes were graded by the District math office and returned to the schools to be used as a teaching tool to improve math scores.

**B** Increased emphasis was placed on solving mathematics open-ended questions for teachers of grades 3, 4, 7 and 8. Staff development, demonstration lessons and the development of appropriate materials enabled teachers to be better prepared to instruct and score open-ended problems. Students were provided with additional techniques for improving scores in solving open-ended questions (Ex. improving responses from 1 to a 2 and/or 2 to a 3) and in developing their own rubrics to score responses.

**C.** The District provided take home assignments and featured special GEPA assignments on holidays e.g., Thanksgiving, December Holiday, and Valentine’s Day.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 41 A-C*)

Successful	Unsuccessful	Not Implemented
A		
B		
C		

### Explanation of Success/Nonsuccess:

**A.** Open-ended and multiple choice quizzes for students in grades 4 and 8 were successful for a number of reasons. Teachers were provided with an assortment of ESPA and GEPA-like problems. Students were then given the opportunity to solve a variety of problems with ESPA/GEPA format and content. Analysis of results provided teachers and supervisors with additional insights into student understanding and instruction based on the results of the quizzes. As the year progressed, student performance on the quizzes improved. The increased emphasis that was placed on open-ended questions has played an integral part in the increase in performance.

**B.** The increase of 8.8 percentage points in the number of students passing the mathematics sections of the ESPA and 0.7 percentage points in the number of students passing the mathematics sections of the GEPA indicates success of the District’s emphasis on open-ended problems. Teachers received staff development on both solving and scoring open-ended problems and were provided with numerous opportunities to reinforce these skills, e.g., interim assessment. Students were also encouraged to practice scoring open-ended questions using rubrics. This scoring practice helped students to become more familiar with what was expected and acceptable. Of the 29 schools administering the ESPA, 65.5% showed an increase in ESPA math scores. Of the 22 schools administering the GEPA, 63.6% showed an increase in GEPA math scores. The emphasis that was placed on solving and scoring open-ended questions appears to have contributed to this success.

**C.** The GEPA assignments related to holidays were fun ways of reinforcing specific skills. The increase in District GEPA scores must be attributed to a multi-faceted, cohesive plan which included these homework and special “holiday” assignments.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 43 A-D*)

### Science Action Plan

**A.** Teachers have developed and will continue to develop science vocabulary and open-ended questions for ESPA and GEPA from the cumulative progress indicators to serve as a “study guide” for students. Realizing that the students lacked an understanding of common terminology used in science, the resource teachers expanded the ESPA and GEPA science vocabulary list and disseminated it districtwide.

**B.** Science labs were opened at schools 18, 20, 21, 24, and 27. Schools 3 and 13 are still in the process of construction. Although all science facilities are not available at this time, the science lab teachers continued to teach on a daily basis in the classroom.

**C.** A Saturday program (PANTHER) for 8th grade students began in the Fall of 2000. Students participated in Astronomy/Space Science activities. This program, the result of a grant awarded to Paterson Public Schools and Passaic County College from NASA, will include visits to Space Camp in Huntsville, Ala. and Titusville, Fla. Students have been accepted in the new High School Space Academy.

**D.** Beginning in the Fall, weekend science assessments were developed for ESPA and GEPA and distributed to the schools. The Science Supervisor and Resource Teachers collected/graded/evaluated the assessments and returned them to the teachers to review with the students.

Successful	Unsuccessful	Not Implemented
A		
B		
C		
D		



**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 43 A-D*)

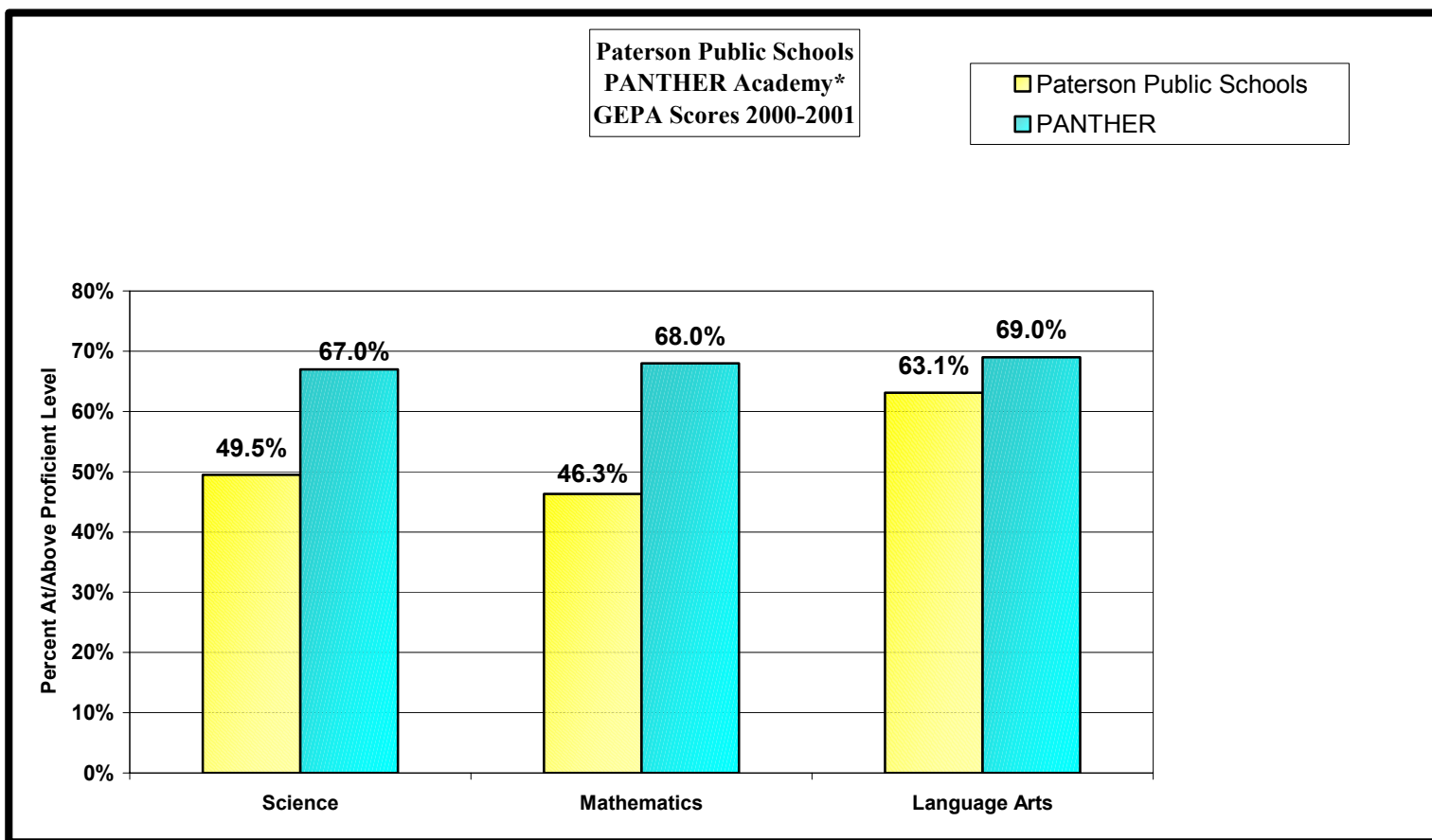
**Explanation of Success/Nonsuccess:**

**A.** Classroom teachers expressed satisfaction with the vocabulary lists and open-ended questions. These materials were used to prepare students for success on the ESPA and GEPA.

**B.** Although science labs are under construction and will be completed during the 2001-2002 school year, portable science labs were used and staffed by science lab teachers.

**C.** The PANTHER program has been successful because it provided students with a rigorous academic course of study combined with an opportunity to participate in “hands-on” science activities. On the GEPA, students in the PANTHER academy achieved 69% in language arts, 68% in mathematics, and 67% in science. PANTHER students scored above the district average in all three content areas. (+5.9 in language arts, +21.7 in mathematics, +17.5 in science)

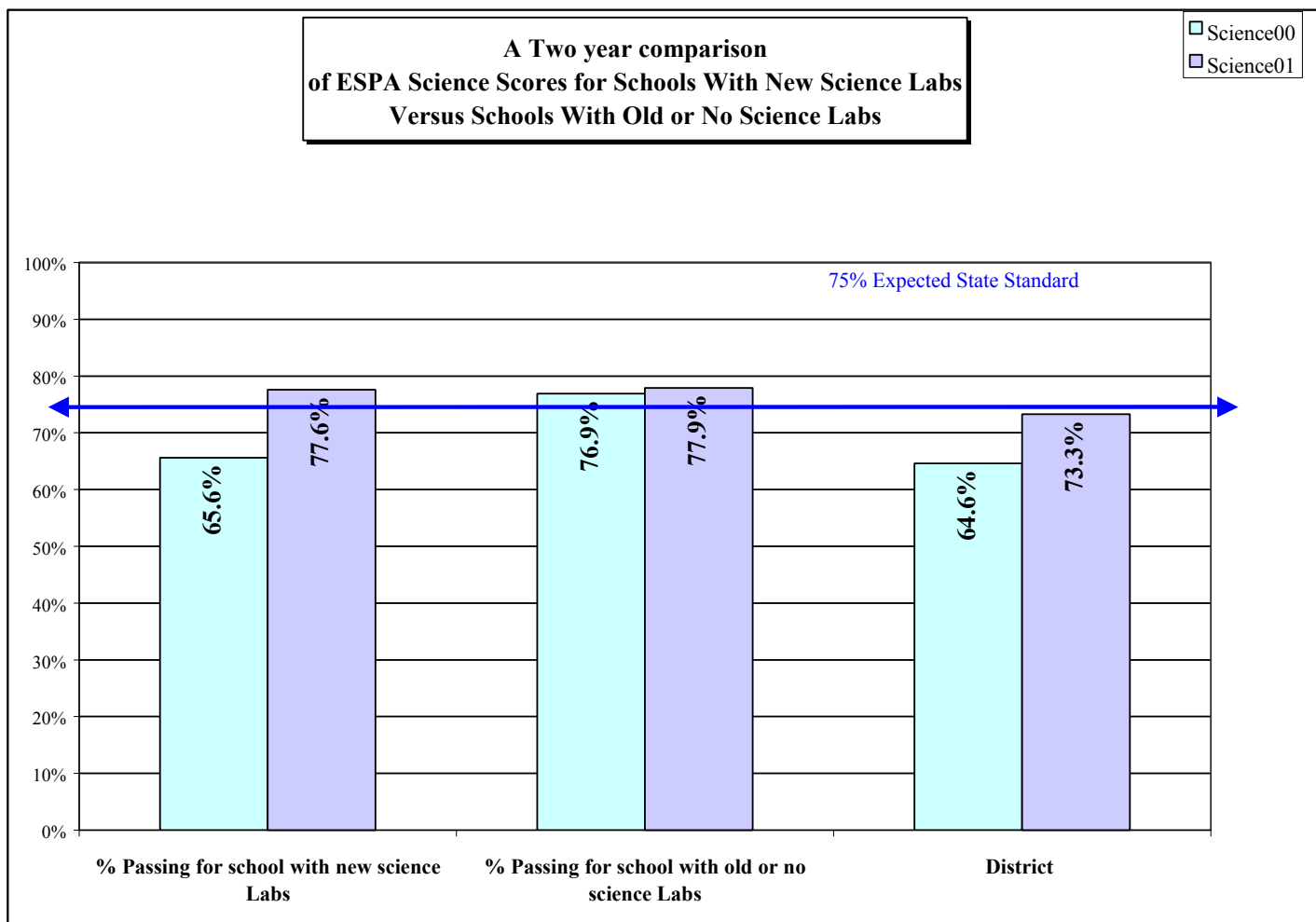
**D.** Strategies clearly had a positive effect on student achievement as evidenced by the increase of 8.7 percentage points on the ESPA and 12 percentage points on the GEPA districtwide. Scores in 21 out of the 29 schools tested (72.4 %) evidenced an increase in science scores on the ESPA. Scores in 20 out of the 22 schools tested (90.9 %) also evidenced an increase in science scores on the GEPA.



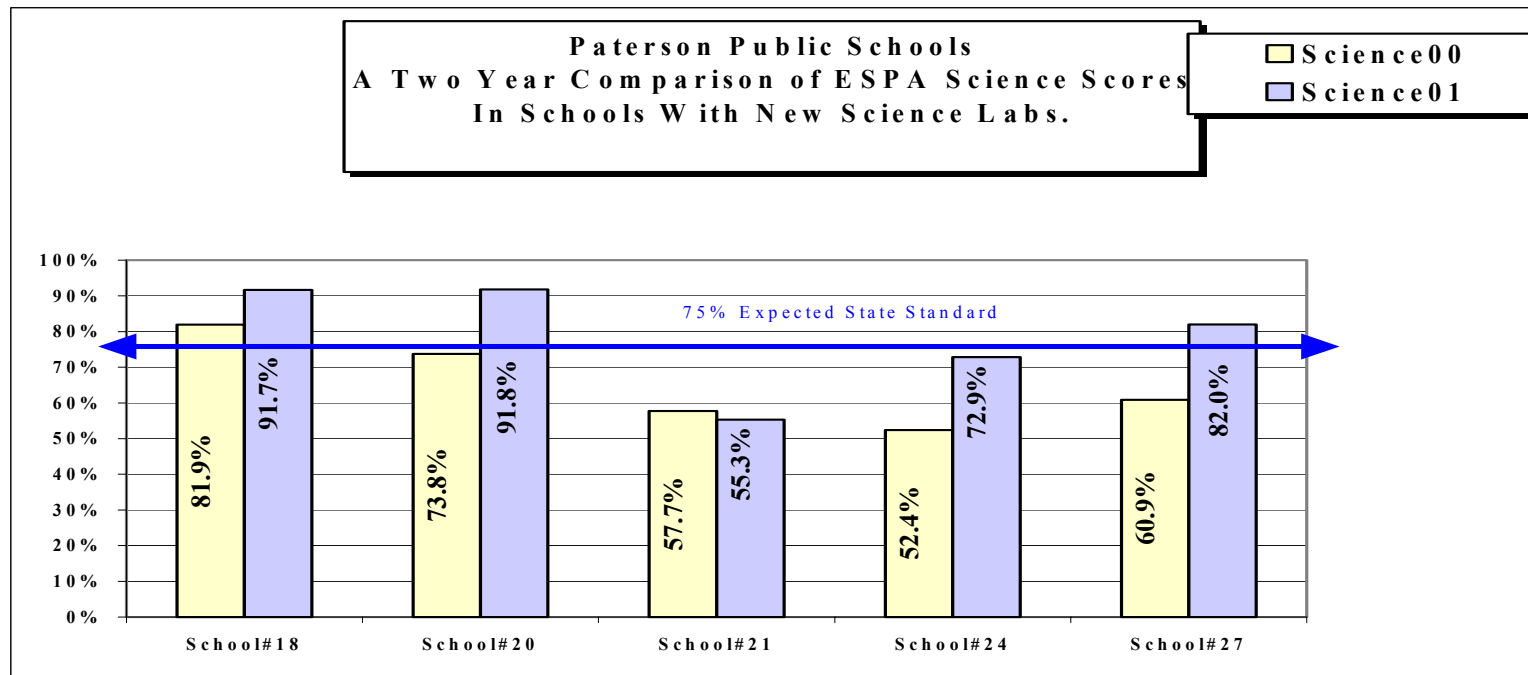
**\*Paterson and NASA Together for High Expectations and Results (PANTHER)**

Students in the PANTHER Academy scored above the district average in all three content areas

- Science scores +17.5 % over district average
- Mathematics +21.7% over district average
- Language Arts +5.9% over district average



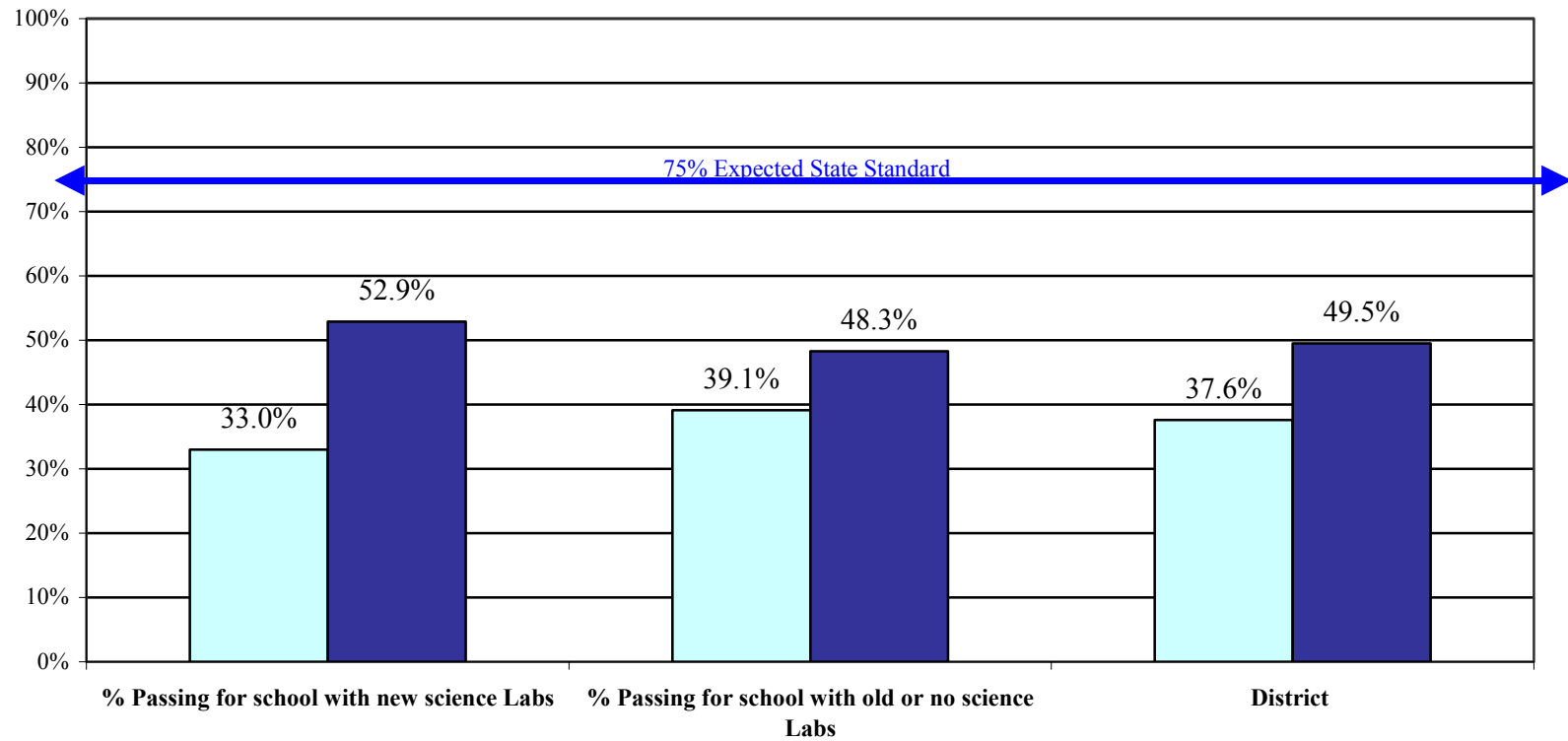
- The average gain in science scores from 2000-2001 on the ESPA for schools with new science labs is 12 percentage points. This increase is greater than the gain for schools without new science labs (+1.0) and for the total science district gain (+8.7).

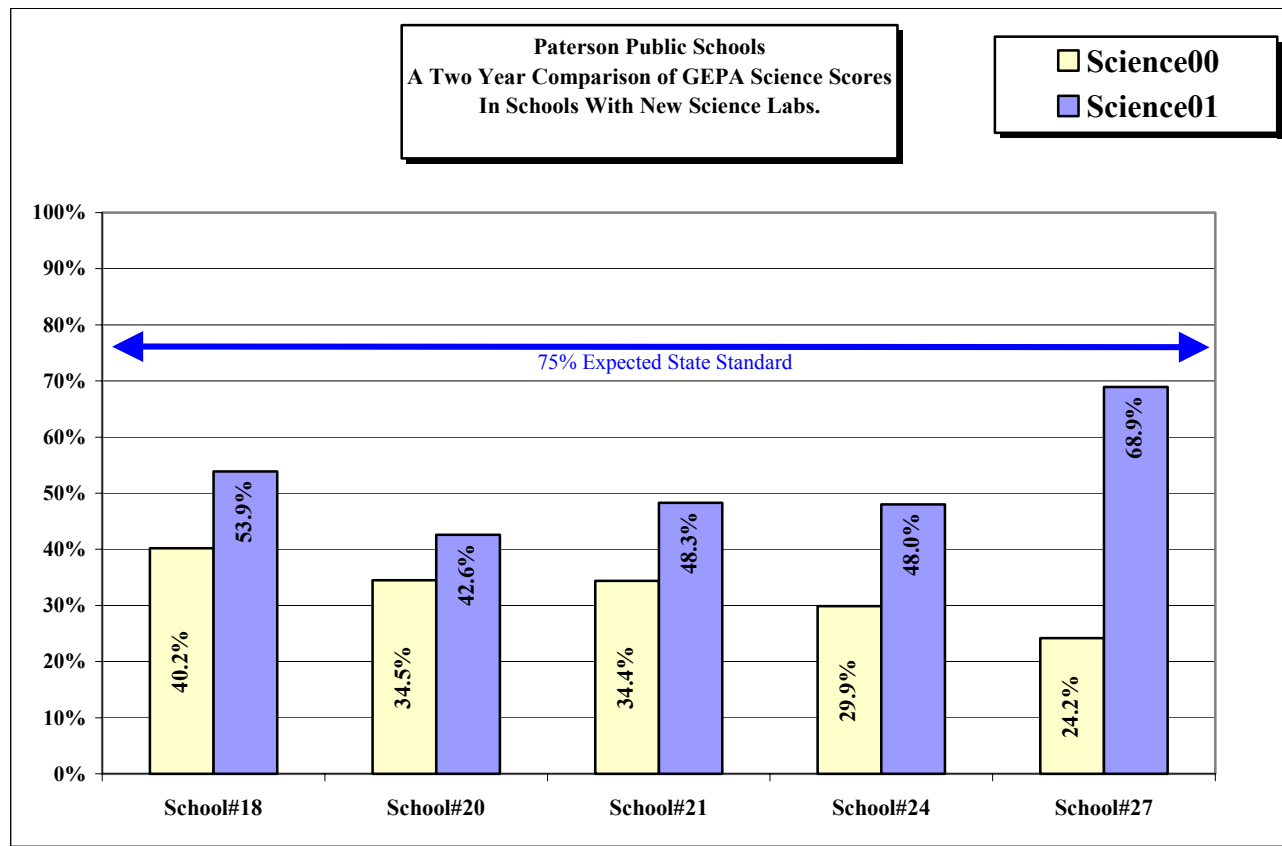


- 4 of the 5 schools (80%) with new science labs (Schools 18, 20, 24, and 27) realized increases in ESPA science scores from March 2000-March 2001. Increases ranged from +9.8 percentage points to +21.1 percentage points.
- 4 of the 5 schools (80%) with new science labs met their benchmarks (Schools 18, 21, 24, and 27).
- 17 of the 24 schools (70.9%) without new science labs (Schools 1, 2, 6, 8, 11, 12, 13, 15, 16, 17, 19, 25, 26, 28, 29, MLK, NSW) realized increases in ESPA science scores from May 2000-May 2001. Increases ranged from +0.7 percentage points to +54.1 percentage points.
- 12 of the 17 schools (70.6%) without new science labs (Schools 1, 11, 12, 15, 16, 17, 19, 25, 26, 28, 29, MLK) met their benchmarks in science.

**A Two year comparison of GEPA Science Scores  
for Schools With New Science Labs  
Versus Schools With Old or No Science Labs**

Science00  
Science01





- All 5 schools with new science labs (Schools 18, 20, 21, 24, and 27) realized increases in GEPA science scores from March 2000-March 2001. Increases ranged from +44.7 percentage points to +8.1 percentage points.
- 4 of the 5 schools (80%) with new science labs met their benchmarks (Schools 18, 21, 24, and 27).
- 15 of the 17 schools (88%) without new science labs (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 25, 26, MLK) realized increases in GEPA science scores from March 2000-March 2001. Increases ranged from +29.1 percentage points to +1.9 percentage points.
- 7 of the 17 schools (41%) without new science labs (Schools 3, 7, 8, 9, 11, 25, 26) met their benchmarks in science.

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 44 A-D*)

### **Social Studies Action Plan**

**A** A hands-on geography kit was purchased for each eighth grade social studies teacher. Student desk maps were purchased for grade four students. Workshops on “We the People”, a hands-on civics program were conducted on December 13, 2000, January 29, 2001, January 30, 2001 and February 1st, 2001.

**B.** The role model/mentoring program for teachers was not implemented. However, teachers in grades 3, 4, 7, 8, who excel in student centered learning, were identified.

**C.** The correlation between writing and social studies was a significant section of the December 13th workshop for eighth grade teachers. The New York Times was delivered to teachers of grade seven from November 2000 through April 2001.

**D.** New schedules and time allotments were created for eighth grade social studies teachers.

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction (*page 44 A-D continued*)

Successful	Unsuccessful	Not Implemented
A		
		B
C		
D		

**Explanation of Success/Nonsuccess:**

- A. Teacher evaluations highly rated the success of the hands-on Geography kit and the “We the People” program. They requested to use the material more than originally scheduled.
- C. Teachers responded in their evaluations that the workshop was very helpful for classroom instruction. The value of *The Times* in the classroom was determined by its building support by teachers and administrators.
- D. The enhanced departmentalization schedules showed great promise. However, some building administrators curtailed the full implementation of the new time allotments due to the pressures of the language arts and math GEPA. Efforts will continue to construct and implement additional class time for social studies instruction.



## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 45 A-D*)

### **Language Arts Action Plan**

**A.** Classroom teachers were provided with the technical assistance and support necessary to ensure that the proven language arts strategies listed under Strategy 1 would be implemented in an effective manner.

**B.** In addition to the regular reading requirements, the District continued its required reading program. Students in grades 4-8 were required to read a minimum of five (5) novels and in grade 3, four (4) novels provided by the district. Subsequently, students were encouraged to participate in a variety of activities to demonstrate written and oral reviews of their readings (e.g. literature circles, discussions, writing prompts, open-ended questions, story maps, graphic organizers, enrichment projects). Furthermore, a summer reading list with corresponding reading response activities were distributed to students. Students are expected to return summer assignments in September for teacher review.

**C.** District-prepared language arts-assessments were administered monthly to 4th grade students and weekly to 8th grade students in selected schools. Assessment tasks were modeled on the ESPA and GEPA.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 2:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 45 A-D*)

Successful	Unsuccessful	Not Implemented
<b>A</b>		
<b>B</b>		
	<b>C</b>	

### Explanation of Success/Nonsuccess:

**A.** Whole School Assessment Evaluations and anecdotal reports from principals, supervisors and teachers demonstrate improvement in a large number of classes. Teachers in need of support and practice will be targeted during the 2001-2002 school year.

**B.** The Office of Libraries and Library Media Specialists, which is in charge of distributing and collecting class sets of books, reports that all 3<sup>rd</sup> through 8<sup>th</sup> grade classes were actively engaged in at least four novels. Supervisors observed classroom activities and instructional strategies related to the novels and feedback was given to individual teachers. Follow-up discussion was held at grade level meetings and successful strategies were shared. Anecdotal reports from teachers and students – especially students – also support the success of this activity. Therefore, this program will be continued in 2001-2002.

**C.** A comparison of the selected schools’ prior results with this year’s and a comparison with the “non selected” schools’ results does not show a significant gain in achievement for the selected schools. Strategies to implement modification in instruction based on these assessments will be reviewed by the Assistant Superintendent of School Operations (Cluster II), principals, and language arts supervisor. Adjustments will be made to this strategy to enhance the utilization of these assessments.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 3:** Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 46-47 A-G)

**A.** Students participated in the Eighth-Grade Summer Enrichment Program for four weeks (June 26 through July 21, 2000). The instructional emphasis was on literacy, mathematics and science. Students from across the city who were entering eighth grade were eligible to attend. Interdisciplinary projects/activities were identified and implemented during the course of the program. Supervisory staff conducted workshops for teachers participating in the program and provided coaching support.

**B.** The district continued to provide after-school ESPA/GEPA Preparation programs for students in grades 4 and 8. The curriculum focused on language arts literacy, mathematics, and science. Student attendance (approximately 1260 students) was approximately 75% of all eligible 8<sup>th</sup> grade students. The attendance for the 1999-2000 grade eight after-school program was approximately 70%. (see page 129 for analysis) This is an increase of 5%. Grade 4 attendance was approximately 55% (approximately 1050 students) of all 4<sup>th</sup> grade students (see page 134 for analysis). The attendance for the 1999-2000 grade four after-school program was approximately 49%. This is an increase of 6%.

Staff development was provided by content supervisors and support staff for all teachers participating in the After-School Enrichment Program. Support staff visited each of the programs during the sessions and provided mentoring and coaching support as well as materials for student/staff use.

**C.** The project between St. Peter's College and the district provided student tutors in Schools 4, 6, and 11 in language arts literacy and math. Tutoring sessions were held 3 days each week and coincided with the after-school GEPA program.

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 3:** Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (*pages 46-47 A-G*)

**D:** Via a partnership with Passaic County Community College, a Saturday interdisciplinary program dealing with the Mars Millennium Project was offered. Ninety-one students participated in a problem solving activity designed to construct a Martian Colony for the year 2030.

**E.** The Buehler P.A.C.C.T. Program was not implemented due to changes in Buehler grant policy and administration.

**F.** A Reading Standards Committee was instituted to identify students in grades 1 and 5 who are reading 6 months or more below grade level and are in jeopardy of grade retention. Strategies, materials, and programs were designed to enhance grade level reading performance.

**G.** The school year was extended from 180 to 195 days for students in kindergarten and grades one and two. The program emphasized the Core Curriculum Content Standards at targeted site-based district locations.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 3:** Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 46-47 A-G continued)

Successful	Unsuccessful	Not Implemented
C		
D		
		E
F		
G		

### Explanation of Success/Nonsuccess:

**A/B.** See charts and explanations that follow

**C.** Although GEPA math scores increased from 2000-2001 in School 6 (+8.9 percentage points), the St. Peter's Project did not significantly impact student achievement. Student tutors did not have the teaching experience to plan effective lessons.

**D.** Ninety-one students participated in the Mars Millennium Project. Students designed a Martian Colony that would sustain life in the future. Groups worked together to join their components, i.e. Health and Safety, Agriculture, Education, and Transportation. Following their classes, participating schools entered their projects in the yearly Science Fairs.

**E.** Not Implemented

**F.** The Reading Standards Committee developed reading standards aligned with the New Jersey Core Curriculum Content Standards for grades 1 and 5 as well as benchmark reading standards for grades 2 and 6. Students in grades 1 and 5 who fall below the established standards will attend a special summer program (beginning June 2001) and will receive additional tutorial and extended day services during the 2001-2002 school year. Teachers of grades 1, 2, 5, and 6 were provided with staff development on the standards and strategies to integrate them with language arts instruction

**G.** Student attendance at the programs averaged 75%. Continuity of instruction was achieved as in most cases, students were taught by the same teachers they had during the school year. The district is looking into expanding the program during the next school year.

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 46-47 A-G continued)**

*The grade eight summer enrichment program totaled 18 days of instruction at 7 locations. Not all schools were targeted to conduct site-based summer schools. Magnet locations were established and implemented summer schools for their own site and feeder sites at Schools*

GRADE 8 SUMMER ENRICHMENT PROGRAM						
	ATTENDED SUMMER ENRICHMENT PROGRAM			DID NOT ATTEND SUMMER ENRICHMENT PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	364	221	61%	1299	683	53%
MATH	367	174	47%	1302	492	38%
SCIENCE	369	162	44%	1312	565	43%
<b><i>District Results (General Education)</i></b>	<b>Successful</b>			<b>Unsuccessful</b>		
<b><i>Language Arts 63.1%</i></b>	Language Arts	Math	Science	Language Arts	Math	Science
<b><i>Math 46.5%</i></b>	X	X	X			
<b><i>Science 73.3%</i></b>						

Total District Passing  
Rate Inclusive of  
Bilingual and Special  
Education

Language Arts 54.5%  
Mathematics 39.9%  
Science 43.5%

The grade eight summer enrichment program totals (# tested, # passing) are inclusive of general, bilingual, and special education students who were in attendance. (see table above)

The following considerations have been noted :

- Districtwide, the passing percentages for the cohort of students who attended the summer enrichment program were 8% higher in language arts, 9% higher in math and 1% higher in science than for those who did not attend.
- A. In language arts, the passing percentages for the cohort of students who attended the summer enrichment program (61%) exceeded the total district passing rate (inclusive of bilingual and special education) of 54.5% by 6.5 percentage points.
- B. In mathematics, the passing percentages for the cohort of students who attended the summer enrichment program (47%) exceeded the total district passing rate (inclusive of bilingual and special education) of 39.9% by 7.1 percentage points.

- C. In science, the passing percentages for the cohort of students who attended the summer enrichment program (44%) exceeded the total district passing rate (inclusive of bilingual and special education) of 43.5% by .5 percentage points. The impact of the summer enrichment program in science contributed to the district's increase of 12 percentage points from 2000 to 2001.

***Please Note:***

- Enrollment figures for the district's magnet summer schools do not reflect enrollment figures comparable to the site-based grade eight after school programs.
- Magnet summer school programs employed teachers with principal certificates to run the programs. This practice affords staff the opportunity to gain valuable experience as administrators and enhances opportunities for in-district promotions for exemplary staff who have a vested interest and long time commitment to the district.
- During the summer of 2001, the district instituted a summer school program at each elementary school, modifying the previous magnet site (7 locations) summer school. Moreover, the program was expanded (beyond grades 4 and 8) to additional grade levels districtwide (grades 2 and 6)

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 46-47 A-G continued)

SUMMER SCHOOL SITE MATRIX							
SITES	School 18	School 26	School 15	School 9	MLK	School 5	School 6
PARTICIPATING SCHOOLS	10	21	15	9	25	5	6
	21	26	24	MLK	24	27	26
	18	18	11	25	20	12	21
	12	13	6	20	15	7	13
	26	6	3	3	11	4	10
	NSW	10	13	8	NSW	3	11
		NSW	NSW	NSW		2	NSW
						NSW	

Students had the option of attending the location closest to their residences.



Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS.  
(pages 46-47 A-G continued)

*The program consisted of 34 days of instruction and 5 days of staff training.*

GEPA AFTER SCHOOL ENRICHMENT PROGRAM						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	1261	755	60%	407	152	37%
MATH	1261	570	45%	414	98	24%
SCIENCE	1266	607	48%	420	123	29%
<b>District Results (General Education)</b>  <b>Language Arts 63.1%</b> <b>Math 46.5%</b> <b>Science 49.6%</b>	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
	X	X	X			

Total District Passing  
Rate Inclusive of  
Bilingual and Special  
Education

Language Arts 54.5%  
Mathematics 39.9%  
Science 43.5%

The totals (# tested, # passing) in the GEPA After School Enrichment Program (see table above) are inclusive of the general, bilingual and special education students who were in attendance

Student attendance (1260 students) was approximately 75% of all 8<sup>th</sup> grade tested students. This represents an increase of 5% in the attendance rate over the 1999-2000 school year.

*The following analysis can be cited:*

**Districtwide**

- D. The passing percentages for the cohort of students who attended the after school program was 23% higher in language arts and 21% higher in math and 19% higher in science than for those who did not attend.
- E. In language arts, the passing percentages for the cohort of students who attended the after school program (60% ) exceeded the total district passing rate (inclusive of bilingual and special education) of 54.5% by 5.5 percentage points.
- F. In language arts, the passing percentages for the cohort of students who attended the after school program (60%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (19.4%) Special Education (9.3%)

- G. In mathematics, the passing percentages for the cohort of students who attended the after school program (45%) exceeded the total district passing rate (inclusive of bilingual and special education) of 39.9% by 5.1 percentage points.
- H. In mathematics, the passing percentages for the cohort of students who attended the after school program (45%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (13.6%) Special Education (5.4%)
- I. In science, the passing percentages for the cohort of students who attended the after school program (48%) exceeded the total district passing rate (inclusive of bilingual and special education) of 43.5% by 4.5 percentage points.
- J. In science, the passing percentages for the cohort of students who attended the after school program (48%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (19.4%) Special Education (12.4%)

### **Schoolwide**

- K. In language arts, the percent passing for the cohort of students who participated in the after school program at 21 of the 22 schools was higher than the percent passing for the cohort who did not attend at those schools. In both mathematics and science, the percent passing for the cohort of students who participated in the after school program at 20 of the 22 schools was higher than the percent passing for the cohort who did not attend at those schools Therefore, this program had significant impact on the increases in scores from March 2000 to March 2001.
- L. In language arts literacy, GEPA scores in 9 of the 22 schools (40.9%) increased from March 2000 to March 2001. Increases in the individual schools ranged from 3.4% to 28.4% . (see page 72)
- M. In mathematics, GEPA scores in 14 of the 22 schools (63.6%) increased from March 2000 to March 2001. Increases in the individual schools ranged from 0.4% to 22.4%. (see page 73)
- N. In science, GEPA scores in 20 of the 22 schools (90.9%) increased from March 2000 to March 2001. Increases in the individual schools ranged from 1.9% to 44.7%. (see page 74)

The following should be noted:

- School 24 – Although 5 of the 6 students who did not attend the after-school language arts program passed the GEPA, the program successfully impacted language arts scores. Language arts scores increased 12.5 percentage points over the 1999-2000 scores and were above the district average.
  - School 25 – The program successfully impacted science scores. Science scores increased 18.9 percentage points over the 1999-2000 scores and were above the district average.
  - School 27 – Scores for both cohorts (students who attended the program; students who did not attend the program) were above the district scores in all three areas. Scores in all three areas increased over the 1999-2000 scores (language arts +8.5 percentage points; mathematics +12.9 percentage points; science +44.7 percentage points).
- O. The cohort of students who attended the program at the Performing Arts Academy exceeded the district general education passing rate by 19.3 % in language arts literacy, 47.6 % in mathematics and 21% in science and equaled the state standard in language arts and mathematics. The passing percentages for the cohort of students who attended the after-school program was 82% in language arts, 94% in mathematics, and 71% in science. All students attended the after-school program.

**Please Note: The district analyzed the data of the after school program for each school. Individual reports were shared with each school to ensure that the after school program can be modified to meet student needs.**

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS.  
(pages 46-47 A-G continued)

GEPA SUMMER AND AFTER SCHOOL ENRICHMENT PROGRAMS						
	ATTENDED SUMMER AND AFTER SCHOOL PROGRAM			ATTENDED AFTER SCHOOL PROGRAM ONLY		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	307	200	65%	1261	755	60%
MATH	307	159	52%	1261	570	45%
SCIENCE	307	149	49%	1266	607	48%
<b>District Results (General Education)</b>  <i>Language Arts 63.1%</i> <i>Math 46.5%</i> <i>Science 49.6%</i>	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
	X	X	X			

Total District Passing Rate Inclusive of Bilingual and Special Education

Language Arts 54.5%  
Mathematics 39.9%  
Science 43.5%

The totals (# tested, # passing) in the GEPA After School Enrichment Program and Summer Program (see table above) are inclusive of the general, bilingual and special education students who were in attendance

- In all three content areas, the passing percentage for the cohort of students who attended both the after school and summer programs exceeded the passing percentage of the cohort of students who attended the after school program alone.
- In language arts, the cohort of students who attended both the after school and summer programs scored 5 percentage points higher than the cohort of students who attended the after school program alone; exceeded the total district passing rate (54.5%) by 10.5 percentage points; and exceeded the district general education passing rate (63.1%) by 1.9 percentage points.
- In mathematics, the cohort of students who attended both the after school and summer programs scored 7 percentage points higher than the cohort of students who attended the after school program alone; exceeded the total district passing rate (39.9%) by 12.1 percentage points; and exceeded the district general education passing rate (46.5%) by 5.5 percentage points.

- In science, the cohort of students who attended both the after school and summer programs scored 1 percentage points higher than the cohort of students who attended the after school program alone; exceeded the total district passing rate (43.5%) by 5.5 percentage points. The program successfully impacted science scores. GEPA scores increased 12 percentage points from March 2000 to March 2001. Increases in the individual schools ranged from 1.9% to 44.7%.

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS.  
(pages 46-47 A-G continued)

GEPA SUMMER AND AFTER SCHOOL ENRICHMENT PROGRAMS						
	ATTENDED SUMMER AND AFTER SCHOOL PROGRAM			ATTENDED SUMMER PROGRAM ONLY		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	307	200	65%	952	553	58%
MATH	307	159	52%	952	409	43%
SCIENCE	307	149	49%	955	457	48%
<b>District Results (General Education)</b>  <i>Language Arts 63.1%</i> <i>Math 46.5%</i> <i>Science 49.6%</i>	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
	X	X	X			

Total District Passing Rate Inclusive of Bilingual and Special Education

Language Arts 54.5%  
Mathematics 39.9%  
Science 43.5%

The totals (# tested, # passing) in the GEPA After School Enrichment Program and Summer School Program(see table above) are inclusive of the general, bilingual and special education students who were in attendance

- In all three content areas, the passing percentage for the cohort of students who attended both the after school and summer programs exceeded the passing percentage of the cohort of students who attended the summer school program alone.
- In language arts, the cohort of students who attended both the after school and summer programs scored 7 percentage points higher than the cohort of students who attended the summer school program alone
- In mathematics, the cohort of students who attended both the after school and summer programs scored 9 percentage points higher than the cohort of students who attended the summer school program alone
- In science, the cohort of students who attended both the after school and summer programs scored 1 percentage point higher than the cohort of students who attended the summer school program alone

**Please Note:**

*During the summer of 2001, the district instituted a summer school program at each elementary school, modifying the previous magnet site (7 locations) summer school. Moreover, the program was expanded (beyond grades 4 and 8 )to additional grade levels districtwide (grades 2 and 6)*

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS.  
(pages 46-47 A-G continued)

*The program consisted of 36 days of instruction and 5 days of staff training*

ESPA AFTER SCHOOL ENRICHMENT PROGRAM						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	1047	777	74%	545	361	66%
MATH	1050	704	67%	542	341	63%
SCIENCE	1055	877	83%	529	261	49%
<b>District Results</b>	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
<b>Language Arts 66.3%</b>						
<b>Math 48.2%</b>	X	X	X			
<b>Science 73.3%</b>						

Total District Passing  
Rate Inclusive of  
Bilingual and Special  
Education

Language Arts 58.4%  
Mathematics 43.2%  
Science 66.7%

The ESPA after school enrichment program totals (# tested, # passing) are inclusive of general, bilingual and special education students who were in attendance

Student attendance (1050 students) was approximately 66% of all 4<sup>th</sup> grade tested students. This represents an increase of 17% in the attendance rate over the 1999-2000 school year.

*The following analysis can be cited:*

**Districtwide**

- The passing percentages for the cohort of students who attended the after school program was 8% higher in language arts and 4% higher in math and 34% higher in science than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the after school program (74%) exceeded the total district passing rate (inclusive of bilingual and special education) of 58.4% by 15.6 percentage points.
- In language arts the passing percentages for the cohort of students who attended the after school program (74%) exceeded the district general education passing rate of 66.3% by 7.7 percentage points.

- D. In language arts, the passing percentages for the cohort of students who attended the after school program (74%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (39.4%) Special Education (14.5%)
- E. In mathematics, the passing percentages for the cohort of students who attended the after school program (67%) exceeded the total district passing rate (inclusive of bilingual and special education) of 43.2% by 23.8 percentage points; and exceeded the general education passing rate (48.2%) by 18.8 percentage points..
- F. In mathematics, the passing percentages for the cohort of students who attended the after school program (67%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (36.1%) Special Education (12.9%)
- G. In science, the passing percentages for the cohort of students who attended the after school program (83%) exceeded the total district passing rate (inclusive of bilingual and special education) of 66.7% by 16.3 percentage points; and exceeded the general education passing rate (73.3%) by 9.7 percentage points..
- H. In science, the passing percentages for the cohort of students who attended the after school program (83%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (45.7%) Special Education (36.5%)

### **Schoolwide**

- I. In language arts, the percent passing for the cohort of students who participated in the after school program at 16 of the 29 schools was equal to or higher than the percent passing for the cohort who did not attend at those schools. In mathematics, the percent passing for the cohort of students who participated in the after school program at 18 of the 29 schools was equal to or higher than the percent passing for the cohort who did not attend at those schools. In science, the percent passing for the cohort of students who participated in the after school program at 15 of the 29 schools was equal to or higher than the percent passing for the cohort who did not attend at those schools Therefore, this program had significant impact on the increases in scores from May 2000 to May 2001.
- J. In language arts literacy, ESPA scores in 29 of the 29 schools (100%) increased from May 2000 to May 2001. Increases in the individual schools ranged from 6.8% to 58.5%. (see page 66)
- K. In mathematics, ESPA scores in 19 of the 29 schools (65.5%) increased from May 2000 to May 2001. Increases in the individual schools ranged from 1.4% to 68.0%. (see page 68)
- L. In science, ESPA scores in 21 of the 29 schools (72.4%) increased from May 2000 to May 2001. Increases in the individual schools ranged from 0.7% to 54.1%. (see page 69)

### **Please Note:**

**The district analyzed the data of the after school program for each school. Individual reports were shared with each school to ensure that the after school program can be modified to meet student needs.**

- M. Cohorts 1, 2, and 3 schools had the opportunity to include site-based after school programs in their WSR budgets for implementation during the 2001-2002 school year.

## **Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS**

**Strategy 4:** Provide long-term developmental professional activities to Pre-K-Grade 2 teachers and instructional assistants. (page 48 A-D)

**A.** Interdisciplinary in-service training integrating literacy, math, science and social studies was provided.

Mathematics staff development was provided to teachers of grades 1 and 2.

In-service activities from the early Childhood Department included preschool teachers as well as Kindergarten teachers. The focus of the workshops for the preschools was on language development and classroom environments. Emergent literacy has always been a focus of any sound developmentally appropriate program. The integration of all subject areas has also been the basis of this appropriate delivery of instruction.

Additionally, Department of Early Childhood also provided preschool teachers and assistants with professional development in the areas of literacy, classroom set-up, learning center management, daily scheduling, lesson planning and various curricular areas (math, language, science, social studies, art, music, fine motor, gross motor). The sessions also addressed the area of observing children in the classroom in an informal manner and the use of these observations for future planning. The implementation of the ideas presented at these workshops was also supported with visits to centers to assist in their appropriate implementation.

**B.** Professional development activities in the Goals 2000 grant and Early Childhood Plan were implemented.

The goals set forth in the Goals 2000 grant, as well as the Early Childhood grant have guided the contents of these professional development initiatives. The goals were defined and their practical application were yet another focus for the early Childhood Teacher workshops. One of the main goals of the department is to allow for a smooth transition of curriculum and staff development across the primary grades. A seamless set of curricular objectives and activities were also a focus of these workshops.

**C.** Master teachers assisted centers to align activities, curriculum and instruction to meet district standards and NJCCCS.

**D.** Master teachers provided professional development training to all pre-k teachers and aides on developmentally appropriate practices and student assessment. The Master Teachers were in constant contact with the center via telephone and daily visits. They were there to assist the centers' staff with providing an appropriate delivery of instruction based on the content addressed in district standards, the CCCS and the Early Childhood Expectations from the State Department.



**Strategy 4: Provide long-term developmental professional activities to Pre-K-Grade 2 teachers and instructional assistants. (page 48 A-D)**

Successful	Unsuccessful	Not Implemented
A		
B		
C		
D		

**Explanation of Success/Nonsuccess:**

**A.** The preschool teachers were visited as a follow-up to the workshops. The visits showed a gradual transition to facilitating the strategies that were introduced at the trainings. The Kindergarten teachers continued to show steady progress in providing a more developmentally appropriate delivery of instruction and integration of curriculum areas throughout the day.

**B.** The workshops introduced the teachers to the idea of providing a smooth transition for the students from Pre-K to K, K to 1st and eventually 1st to second. The curriculum as well as the NJCCCS were studied at the workshop and the teachers decided on exit criteria for their level. This criteria will allow the next year's teachers to pick up and transition in an appropriate manner, allowing for a comfortable environment for students.

**C.** Master teachers visited the centers and gave in-class support to teachers. They provided demonstration lessons to ensure the appropriate use of materials within the classroom environment. The master teachers also worked with the centers in integrating the New Jersey Early Childhood Expectations into the teachers' daily plans.

**D.** The Master Teachers continued to visit centers regularly and provided support to teachers and assistants. They answered questions regarding the environment, curriculum, and management issues. Master teachers also assisted centers when making decisions on ordering material that are appropriate for the classroom.

## **EVALUATION OF STRATEGIES**

### **(2b) TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS**

## **A. Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS**

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 50 A-E*)

### **Cross-Curriculum**

A. The District provided in-service courses on implementing mathematics, reading, and writing skills for mathematics, English, science, and social studies teachers based on the N.J. Core Curriculum Content Standards by using a variety of strategies and practices including but not limited to:

- Creating open-ended questions and rubric scoring to improve the response to this type of item on the HSPT
- Providing workshops on Holistic Scoring on essay writing; papers were graded using the various rubrics. Rubrics were used as instructional tools to improve student writing.
- Providing in-depth training on successful strategies for revising and editing tasks;
- Providing training on interpreting test results (data) to develop competency in determining areas of student strengths and weaknesses. Interpretation of that data assisted in modifying instruction to improve student achievement;
- Developing and implementing Professional Improvement Plans focused on instruction and improvement of student achievement;
- Continuing specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards;
- Providing training on the integration of timed-reading selections and writing prompts across the curriculum;
- Providing intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPT reading, writing, and mathematics skills across departments and disciplines, specifically targeting grades 10 and 11 staff.
- Continuing workshops by central office subject supervisors in modifying content based lesson plans to include interdisciplinary, reading and writing strategies to enhance student achievement.

Training was provided to enhance interdisciplinary instruction related to the Core Curriculum Content Standards. The following examples were designed specifically for this purpose. A science workshop incorporated strategies on helping students read science materials. Special education and teachers from various disciplines were present during a full-day in-service devoted to strategies for teaching reading at the high school level. Opportunities for holistic scoring were offered primarily to English teachers, however, Media Specialists were also been included. Revising/editing strategies were presented to bilingual and special education staffs, as well as to English teachers. English and mathematics teachers worked together to interpret scores from the HSPT. Additional training will include timed readings and writing prompts across the curriculum

## **B. Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS**

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 50 A-E continued*)

### **Cross-Curriculum**

**B.** Staff development workshops and seminars were held for English, mathematics, science, and social studies staff to develop a plan that goes focused on strategies and activities to implement Core Curriculum Content Standards per content area and ensure HSPT success. In addition, inter-school and intra-school visitations of reading, writing, and math staff were initiated to provide time for improving and sharing standards-based classroom instructional lessons. Curriculum was developed for the Applications II and III classes to target students' skills who demonstrate that they are at-risk for passing HSPA. This curriculum was deliberately cross-content in nature.

**C.** Although school visits to similar districts (Passaic and Jersey City), which have demonstrated continued success in improving their reading and writing scores on the HSPT did not take place, the Superintendent hired a consultant who had been in Jersey City to assess reading as it is currently being taught in the high schools. The final report is currently being reviewed by the district and a reading committee has been developed to implement strategies for improvement across content areas.

**D.** The science, social studies and language arts departments collaborated to offer staff development to teachers in preparing open-ended questions, writing prompts and interdisciplinary thematic models. The models were coded to the standards.

The academy system and the Career Learning Academies and Smaller Schools grant (CLASS). gave teachers an opportunity to collaborate in the development of curriculum that reflects both the Core Curriculum Content Standards and the vocational theme addressed by each academy. Workshops were conducted by the CLASS staff to develop interdisciplinary units for the academies.

The district High School Coordinator spearheaded a collaborative effort with the Department of Special Services to address academy offerings and inclusion for special education staff.

**E.** The departments of science, social studies and language arts provided staff development to implement the New York Times program. Newspapers were delivered daily and each discipline focused on a section, in the Tuesday Times.

### C. Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 50 A-E continued*)

#### Cross-Curriculum

Successful	Unsuccessful	Not Implemented
A		
B		
		C
D		
E		

#### Explanation of Success/Nonsuccess:

**A-D** The interdisciplinary approach to staff development has contributed to a rise in test scores as indicated below.

##### ***Districtwide***

- Reading scores increased +6.5 percentage points from 1999-2000 to 2000-2001
- Writing scores increased +12.7 percentage points from 1999-2000 to 2000-2001
- Mathematics scores increased +6.0 percentage points from 1999-2000 to 2000-2001
- The percent of students passing all three sections increased +5.5 from 1999-2000 to 2000-2001

##### ***Schoolwide***

- Rosa Park's performance improved by +5.5 in writing
- Eastside's performance improved by +8.1 in reading, +17.4 in writing and +11.5 in mathematics
- J. F. Kennedy's performance improved by +11.4 in reading, +13.5 in writing and +3.3 in mathematics

##### ***It should be noted that districtwide***

- Reading scores increased +7.8 percentage points over the 3 year period from 1999-2001
- Writing scores increased +16.9 percentage points over the 3 year period from 1999-2001
- Mathematics scores increased +12.5 percentage points over the 3 year period from 1999-2001
- The percent of students passing all three sections increased +11.5 from 1999-2001

**E.** As a result of using the *New York Times* students who were reticent readers or writers began to practice literacy skills due to the real-life approach of a well-respected periodical with a challenging reading level. Use of the New York Times was also evident in science and social studies classes.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 51 A1-A4*)

**Provide district and higher education in-service courses for mathematics teachers based on the N.J. Core Curriculum Content Standards and use of a variety of strategies and practices.**

### MATHEMATICS

**A1** Extensive in-service courses were provided for all Applications Math III teachers. Each teacher was given detailed instructions by the Director of Mathematics on the use of a specially prepared 31-day curriculum to improve the October HSPT math scores.

**A2.** Although the partnerships with Montclair State University (MSU) and William Paterson University (WPU) to provide technical assistance and staff development to math teachers (specifically grades 10 and 11) were discontinued, the partnership with Passaic County Community College (PCCC) was expanded. PCCC allowed the district's ninth graders to use its facilities and ITV room on a daily basis. Lessons utilizing ITV were taught by expert teachers at Kennedy High School and transmitted to math teachers/classes at Eastside and Rosa Parks High School. Lessons emphasized the solving of open-ended questions.

**A3.** Staff attendance at conferences to enhance implementation of Core Curriculum Content Math Standards in daily instruction was encouraged. Conference attendees turn-keyed what they had learned beyond their respective schools to include all high school and math teachers.

**A4** Math demonstration lessons were conducted at Eastside High School, Kennedy High School, Rosa Parks High School and the academies by the Director of Mathematics and the high school mathematics support teacher. Demonstration lessons took place in 11<sup>th</sup> grade classes prior to each administration of the HSPT. Lessons were also shown on Cable TV Channel 72.

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 51 A1-A4*)

**Mathematics (continued)**

Successful	Unsuccessful	Not Implemented
A1		
A2		
A3		
A4		

**Explanation of Success/Nonsuccess:**

A1/A4. The chart on the following page shows that points from October 1998 to October 2000 district means on open-ended math questions improved 4.5 percentage points. Eastside High School realized a gain of 4.6 percentage points, Kennedy High School realized a gain of 4.7 percentage points, and Rosa Parks High School realized a gain of 7.8 percentage points.

A2 Observations by the Director of Mathematics, High School Department Chairpersons and the mathematics support teacher document that strategies shown via the ITV system were being implemented in the classrooms.

A3 The Director of Mathematics observed as conference attendees turnkeyed workshop information to their peers. Information shared focused on the Core Curriculum Content Standards. The Director of mathematics subsequently observed strategies being utilized in the classrooms.

A4 The Director of Mathematics and the high school mathematics support teacher observed demonstration lesson strategies being utilized in the classrooms.

Mathematics scores increased 6.0 percentage points districtwide from 1999-2000 to 2000-2001

Eastside High School's performance increased by 11.5 percentage points in mathematics

J. F. Kennedy's performance improved 3.3 percentage points in mathematics

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 51 A1-A4*)

**Mathematics (continued)**

<b>Paterson School District Mean Scores on Open-Ended Math Questions</b>				
	<b>October 1998</b>	<b>October 1999</b>	<b>October 2000</b>	<b>Increase from 1998 to 2001</b>
<b>Eastside HS</b>	<b>7.6</b>	<b>11.5</b>	<b>12.2</b>	<b>+4.6</b>
<b>Kennedy HS</b>	<b>8.9</b>	<b>13.4</b>	<b>13.6</b>	<b>+4.7</b>
<b>Rosa Parks HS</b>	<b>12.0</b>	<b>16.0</b>	<b>19.8</b>	<b>+7.8</b>
<b>District</b>	<b>8.7</b>	<b>12.8</b>	<b>13.2</b>	<b>+4.5</b>

- The district means on open-ended math questions improved 4.5 percentage points from October 1998 to October 2000
- Eastside High School realized a gain of 4.6 percentage points
- Kennedy High School realized a gain of 4.7 percentage points
- Rosa Parks High School realized a gain of 7.8 percentage points.



## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 52*)

### Language Arts

A. District and higher education in-service courses were provided for Language Arts teachers, based on the NJ Core Curriculum Content Standards and in the use of a variety of strategies and practices: These included:

- Providing extensive in-service for Applications Language Arts III teachers;
- Providing each teacher with detailed instruction by Cluster III Language Arts Supervisor;
- Increasing professional development sessions to at least 40 hours for teaching and administrative staff, similar to that provided for 8th grade teachers. Topics addressed included:
  - Student-centered instruction
  - Open-ended questions
  - Appropriate response to a picture prompt
  - Revising and editing techniques
  - Descriptive observational journal writing
  - How text types cross over
  - Use of graphic organizers for reading and writing
  - Guiding students through the process of reading primary source documents
  - Creating appropriate rubrics for scoring individual assignments
  - Balancing oral and silent reading time in the classroom
  -

Every English teacher in the district, the majority of special education teachers, the majority of bilingual teachers, directors of guidance, and administrators responsible for observing English teachers were provided with a full-day in-service that focused on the writing process in general and the revising/editing process in particular. The in-service deliberately utilized appropriate professional texts to demonstrate strategies teachers can use to help students focus on reading in a student-centered atmosphere, as well as showing teachers how to help students become better writers by asking them to write themselves and to learn how to critique one another. Other areas of concern were addressed in the full-day in-service December 12, 2000. This in-service featured Roger Farr demonstrating how to keep students engaged to promote better response to open-ended questions. It also featured the language arts supervisor discussing use of sustained silent reading in classrooms and how Literature Circles promote good reading/thinking habits of mind. Items not mentioned in formal staff development sessions were covered during school visits, which occurred on a weekly basis at minimum.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 1:** Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 52*)

### Language Arts

Successful	Unsuccessful	Not Implemented
A		

#### Explanation of Success/Nonsuccess:

Classroom observations by the language arts supervisor and English department chairpersons confirm that strategies taught during staff development sessions are being utilized in the classroom. Given sets of essays that need to be scored holistically, teachers utilized copies of the rubric and have internalized scoring procedures as demonstrated by the few essays that need a third score and the efficiency with which they complete the job. Similar success is evident when monitoring teachers' creation and scoring of open-ended questions. Training on how to interpret scores resulted in teacher made Individual Student Improvement Plans (ISIP's).

Success is also evident in the increase in writing scores on the HSPT. Districtwide, writing scores increased 12.7 percentage points from 2000-2001. Writing scores at each of the comprehensive high schools also increased (Eastside High School +17.4 percentage points; Kennedy High School +13.5 percentage points; Rosa Parks High School +5.5 percentage points)

*It should be noted that districtwide*

- Reading scores increased +7.8 percentage points over the 3 year period from 1999-2001
- Writing scores increased +16.9 percentage points over the 3 year period from 1999-2001
- Mathematics scores increased +12.5 percentage points over the 3 year period from 1999-2001
- The percent of students passing all three sections increased +11.5 from 1999-2001

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 2:** Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT (page 54 A-G)

### *Math, Language Arts and Science Action Plan*

**A.** Montclair State University students did not tutor Paterson students as part of their junior practicum.

**B.** The Language Arts tutor program was not implemented as the district was not able to recruit enough tutors from William Paterson to make the program viable. An effort will be made to re-establish the program next year.

**C** Students did not attend William Paterson University's math seminars and all day math retreats. However, intensive local small group sessions and classroom-based sessions were implemented at Passaic County Community College.

**D.** District staff provided students with tutoring opportunities in mathematics and language arts at Passaic County Community College.

**E.** The partnership with Passaic County Community College and Ramapo College in the PANTHER Project (Paterson and NASA Together For High Expectations and Results) was implemented in October 2000. Students participated in this Saturday program during the 2000-2001 school year and began a four week summer session on July 5, 2001. The PANTHER Project is a result of a collaboration between the Paterson Public Schools and Passaic County College. The grant was funded by NASA and was designed to encourage students to become involved in science and mathematics. Prior to student participation, a course was offered to teachers at Ramapo College (during the summer of 2000) to prepare them to teach in the Saturday program. The materials used were developed in the Project Space program.

During the school year, students attended Saturday sessions at Passaic County Community College and studied Astronomy, Space Science, Computer Technology and Mathematics. This program included a number of science and math related field trips and workshops. The program is designed to prepare students for the high school experience by introducing them to science and math projects during the summer of 2001.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 2:** Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT (page 54 A-G)

### ***Math, Language Arts and Science Action Plan***

**F.** The partnership with Ramapo College and the STEM/ROOTS Program at John F. Kennedy High School was implemented. The program involved 8<sup>th</sup> grade students in a pre-high school science program which focused on project development and problem solving.

**G.** The partnership with UMDNJ for the HARP students was implemented. Students from the HARP Academy received instruction in a number of certification programs endorsed by UMDNJ.

Successful	Unsuccessful	Not Implemented
		<b>A</b>
		<b>B</b>
<b>C</b>		
<b>D</b>		
<b>E</b>		
<b>F</b>		
<b>G</b>		

### **Explanation of Success/Nonsuccess: continued**

**A/B/C** Montclair State University and William Paterson University will be contacted to resume the programs next year. Since there were a low number of students who did not pass the mathematics section on the mathematics section of the October 2000 administration of the HSPT, a decision was made to hold the math retreat at Passaic County Community College (PCCC). Facilities at PCCC were better suited to small group instruction.

**E.** Since the PANTHER Academy students have not participated in the HSPA science test, analysis cannot be made. However, on the GEPA, students in the PANTHER academy achieved 69% in language arts, 68% in mathematics, and 67% in mathematics. PANTHER students scored above the district average in all three content areas. (+5.9 in language arts, +21.7 in mathematics, +17.5 in science)

**F.** Students in the STEM/ROOTS program scored proficient and advanced proficient on GEPA. STEM students achieved 100% passing on the HSPT.

**G.** HARP students who attended the UMDNJ Program scored higher on the HSPT than HARP students who did not attend the program

**Strategy 2:** Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT (page 54 A-G)

PARTNERSHIP PROGRAMS							
	Successful			Unsuccessful			Not Implemented
	Reading	Writing	Math	Reading	Writing	Math	
William Paterson University							X
Montclair State University							X
Passaic County Community College	Not Implemented	Not Implemented	X				

*The cohort of students who attended the UMDNJ program, scored higher in reading, writing, and math than the cohort of students who did not attend the program. It should also be noted that the cohort of students who attended the UMDNJ program scored above the state standard in reading, writing, and math.*

HARP ACADEMY/UMDNJ						
	ATTENDED UMDNJ PROGRAM			DID NOT ATTEND UMDNJ PROGRAM		
	% Passing			% Passing		
HARP Academy Reading	100%			31.3%		
HARP Academy Writing	77.7%			56.3%		
HARP Academy Math	88.9%			75.0%		
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X	X	X			

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 55 A1-A11*)

### **A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement. Cross Curriculum**

1. Department chairpersons (DC) scheduled regular meetings to develop tasks, interdisciplinary assignments and staff development sessions that addressed the HSPT (e.g., writing essays, science labs/reports, open-ended questions, social studies reports, etc.)
2. DCs ensured that their teachers’ PIPs addressed the improvement of HSPT skills.
3. All DCs were held accountable for improving HSPT skills by making daily classroom observations to ensure that teachers were including open-ended questions, writing prompts, and timed reading in their lessons.
4. The role (s) of Department Chairpersons was reviewed and modified to rigorously develop, implement and monitor strict standards-based pedagogical reading and writing strategies across disciplines, focusing on student-centered activities and outcomes.
5. Intensive monitoring of 11<sup>th</sup> grade student attendance was employed.
6. Vice principals with expertise and knowledge in content specific and interdisciplinary, reading and writing strategies increased their instructional leadership role across disciplines.
7. Monitoring of instructional time by building level high school and central office high school level personnel was increased.
8. High school teachers were given training in Holistic Scoring, reading and writing strategies.
9. Educational leadership teams were organized by the High School Supervisor of Language Arts to plan, implement and monitor instruction (Vice Principal and Department Chairpersons).
10. Teacher scheduling patterns were reviewed. Every opportunity was taken to increase “common planning” times for teachers across disciplines and within individual departments, specifically for grade 11 and grade 10 staff.
11. Student attendance at each comprehensive high school and in the various academies was disaggregated to provide an analysis of student achievement.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 55 A1-A11*)

### **A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement. Cross Curriculum**

Department Chairpersons participated in ongoing professional development sessions geared to improving test taking skills and improving student achievement. These sessions were presented by subject supervisors in language arts, mathematics, science and social studies. As a result of their participation and follow-up sessions with the teachers under their purview of responsibility, an increase in student writing occurred. Oversight of Professional Improvement Plans also ensured a better alignment of classroom instruction to the Core Curriculum Content Standards. The district High School Coordinator regularly met with high school principals and subject supervisors to monitor the implementation of mathematics, reading and writing strategies. Department chairpersons met regularly with subject specific personnel within individual departments and also participated in interdisciplinary departmental meetings. Principals at Eastside High School and John F. Kennedy High School participated in several meetings with the State District Superintendent and the District High School Coordinator to review district and building level expectations and goals.

The district hired a language arts consultant to assess reading and writing strategies, “active teaching” and “student centered” instruction. The district reviewed the consultant’s final report and instruction will be modified to meet student needs.

Successful	Unsuccessful	Not Implemented
A1		
A2		
A3		
A4		
A5		
A6		
A7		
A8		
A9		
A10		
A11		

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 55 A1-A11*)

**A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement. Cross Curriculum**

### Explanation of Success/Nonsuccess:

**1-10** As a result of the implementation of new strategies, active monitoring by the high school supervisor of literacy for reading and writing, and a greater emphasis on writing and reading activities in the classroom, Paterson experienced an increase in scores on the HSPT in all three content areas.

For the first time since the HSPT was given, the District’s HSPT scores in mathematics reached over 80%.

#### ***Districtwide***

- Reading scores increased +6.5 percentage points from 1999-2000 to 2000-2001
- Writing scores increased +12.7 percentage points from 1999-2000 to 2000-2001
- Mathematics scores increased +6.0 percentage points from 1999-2000 to 2000-2001
- The percent of students passing all three sections increased +5 from 1999-2000 to 2000-2001

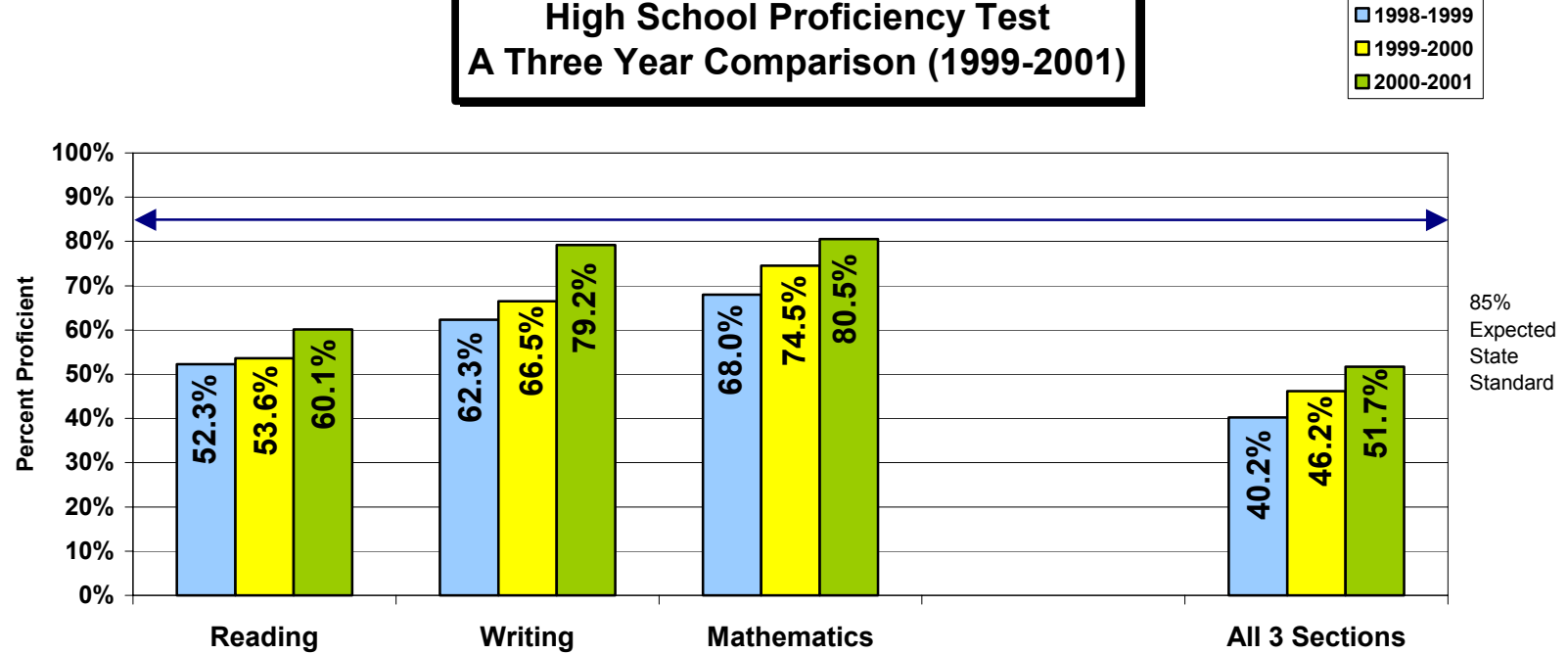
#### ***Schoolwide***

- Rosa Park’s performance improved by +5.5 in writing
- Eastside’s performance improved by +8.1 in reading, +17.4 in writing and +11.5 in mathematics
- J. F. Kennedy’s performance improved by +11.4 in reading, +13.5 in writing and +3.3 in mathematics

11. Student attendance was disaggregated by gender and ethnicity. Results of the analysis will be used to plan programs and strategies for the 2001-2002 school year. Additionally, test scores are also being disaggregated by gender and ethnicity to assist in program planning.



**Paterson Public Schools  
High School Proficiency Test  
A Three Year Comparison (1999-2001)**



## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 56 Cross Curriculum 1-6)*

### **A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement. Cross Curriculum**

1. Timed reading was provided in content areas. Bi-weekly writing prompts alternated with Science and Social Studies classes to ensure that timed readings and writings took place. Supervisors’ observations of classrooms where teachers had been trained in the use of open-ended questions indicated that teachers were making some use of this technique. The New York Times was also utilized in social studies and science classes. Additionally, science classes also utilized Science weekly Magazine. The increase in writing scores confirms that progress is being made.
2. Students were provided with the opportunity to assess their responses to open-ended items/essays, and to score other students’ responses (i.e., self and peer critiquing) to improve the responses to this type of item on tests. Science and social studies teachers assigned reading selections and bi-weekly writing prompts throughout the year.
3. Interim assessments (mid-year) of student performance were developed in Math, Reading, Writing, Science and Social Studies in addition to the regularly scheduled October and April HSPT. Results were used to determine progress and modify instruction to meet student needs in grade 11. Midterm exams represented 1/10<sup>th</sup> of the final grade.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 56 Cross Curriculum1-6)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross Curriculum**

4. HSPT analysis was used to provide data driven feedback to better effect instructional decisions.

5. At the onset of the school year, all 11th grade students were scheduled into reading, writing, mathematics courses that focus and build on what the students are “able to do” in relationship to their performance on the HSPT.

HSPT analyses were used to provide teachers with the October data to help drive instruction for the remaining days prior to the April HSPT. The instructional focus concentrated on teaching skills aligned to the CCCS with a specific emphasis on “active teaching” and student involvement. Teachers and students were taught how to write, how to score and to solve open-ended response type questions.

6. District made weekly writing, reading and mathematics quizzes were administered. Instruction was based on the results of the weekly quizzes.

Successful	Unsuccessful	Not Implemented
B1		
B2		
B3		
B4		
B5		
B6		

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 56 Cross Curriculum1-6)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross Curriculum**

#### **Explanation of Success/Nonsuccess:**

A greater emphasis on reading and writing across the curriculum is evident in lesson plans and assessment. Biweekly reading and writing activities contributed to the rise in reading and writing scores on the HSPT. Strategies that encouraged active learning included student participation in literature circles and writing workshops where students were encouraged to revise and edit their compositions. Many students also participated in city-based writing contests that motivated them (with prizes) to do their best work.

The strategy was successful evidenced by the increase in test scores. Districtwide, from 2000-2001, reading scores increased +6.5 percentage points, writing increased +12.7 percentage points and mathematics increased +6.0 percentage points. The number of students passing all three sections of the test increased by +5.0 percentage points. Schoolwide, Rosa Park’s performance improved +5.5 percentage points in writing. Eastside’s performance improved by +8.1 percentage points in reading, +17.4 percentage points in writing and +11.5 percentage points in mathematics. Kennedy’s performance improved +11.4 percentage points in reading, +13.5 percentage points in writing and +3.3 percentage points in mathematics

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 56-57 Mathematics I-9)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

#### **MATHEMATICS**

1. Calculators (TI 83's) were purchased for students in grades 9-12. Although the District did not have enough funds to purchase enough calculators for each incoming freshman, the District was able to purchase enough calculators to provide some “hands-on” experiences for all students.
2. River Deep math software was discontinued at all 3 comprehensive high schools in December 2000, as it had no significant impact on raising test scores.
3. New and updated math HSPT/HSPA software was purchased from Instructivision. This program is aligned with the Core Curriculum Content Standards and had a significant impact on student learning.
- 4/5. Multiple-choice and open-ended quizzes (developed and scored by the Director of Mathematics and high school math support teacher) were administered to all 11<sup>th</sup> graders. Results and data analysis of the weekly quizzes were distributed to staff and students enabling instruction to be adjusted and modified as needed
- 6 Open-ended questions were infused into weekly math lessons. Students were directed to complete the open-ended questions first on the HSPT/HSPA. Students were required to follow this strategy beginning in October 2000.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 56-57 Mathematics I-9)*

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

7. A math retreat for all juniors was not sponsored this year at William Paterson University due to the small number of students who did not pass the math section of the HSPT in October 2000. Instead, math retreats for these students (including Limited English Proficient and special education students) were held at Passaic County Community College and at the individual comprehensive high schools.

8. Mathematics TV shows were produced two times per week and shown on cable channel 72 at least 8 hours per week. These shows highlighted HSPT, GEPA and ESPA math skills. The Director of Mathematics and high school math support teacher wrote and produced the shows.

9. The District continued to participate in the “For Inspiration and Recognition of Science and Technology” (F.I.R.S.T.) USA Robotics application of standards. Students learned and applied HSPT/HSPA skills in addition to higher order thinking skills and “hands-on” application of standards. In 2002, Paterson will host its own North Jersey Robotics competition.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 56-57 Mathematics I-9)*

**B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

Successful	Unsuccessful	Not Implemented
		<b>B1</b>
		<b>B2</b>
<b>B3</b>		
<b>B4</b>		
<b>B5</b>		
<b>B6</b>		
<b>B7</b>		
<b>B8</b>		
<b>B9</b>		

### Explanation of Success/Nonsuccess:

The strategy was successful as evidenced by the rise in test scores. For the first time since the HSPT was given, the District's HSPT scores in mathematics reached over 80%. This is an increase of 5.8 percentage points districtwide from 1999-2000 to 2000-2001. Aggregate mathematics scores improved 11.5 percentage points at Eastside High School and 3.3 percentage points at Kennedy High

*It should be noted that districtwide*

- Mathematics scores increased +12.5 percentage points over the 3 year period from 1998-2001

All students who participated in the Robotics competition passed the mathematics section of the HSPT.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 57 Language Arts 1-5*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Language Arts**

1. Student centered instruction was utilized. Additional instructional opportunities were designed and instituted to allow students to demonstrate “what they know” and “what they are able to do”. These included project based activities (booklets, portfolios and critiques of authors, etc.); using rubrics to assess their work; and journal writing to reflect and document their learning.
2. Mini-lessons were provided in language-based areas; i.e., sentence structure, usage and mechanics.
3. Strategies for increasing thinking and writing skills were developed.
4. The importance of revising and editing was emphasized.

All areas were thoroughly covered both through staff development and model lessons provided by central office.

5. A literary retreat for all juniors at a local college campus to address reading and writing skills was cancelled since the retreat would have taken place very close to the second administration of the HSPT. Instead, students were presented with additional strategies that targeted test taking skills

Successful	Unsuccessful	Not Implemented
B1		
B2		
B3		
B4		
		B5



## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 57 Language Arts 1-5*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Language Arts**

#### **Explanation of Success/Nonsuccess:**

Evidence that “active teaching” is happening lies in the number of classrooms where students are moving quickly to tasks because they know with little to no prompting what is expected of them. Observations indicate that more group work is taking place, and that teachers understand the concept of conferencing better than ever. Moreover, teachers seem willing to identify those students who are “out of the box” when it comes to the lesson they are trying to teach and to try to find alternative means of reaching those students—even if it means consulting with one another and/or their supervisors to do so. “Student centered” instruction is also evident in the amount of group work that is being done, as well as in the growth of the use of literature circles as a classroom strategy for making reading rewarding. Finally, curriculum has been developed for Applications II and III classes that stresses: Literature Circles, Writing Workshop, and Directed Reading Instruction based on Grant Wiggins’ model for curriculum success.

The strategy was successful evidenced by the increase in test scores. Districtwide, reading scores increased 6.5 percentage points, and writing scores increased 12.7 percentage points. Schoolwide, Rosa Park’s performance improved 5.5 percentage points in writing. Eastside’s performance improved 8.1 percentage points in reading and 17.4 percentage points in writing. Kennedy’s performance improved 11.4 percentage points in reading and 13.5 percentage points in writing.

*It should be noted that districtwide*

- Reading scores increased +7.8 percentage points over the 3 year period from 1998-2001
- Writing scores increased +16.9 percentage points over the 3 year period from 1998-2001

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 58 Social Studies 1-7*)

### **B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Social Studies**

1. District workshops were conducted for high school teachers with each workshop centering on improving instruction through the implementation of the Core Curriculum Content Standards. Social Studies Core Curriculum Content Standards are identified and labeled in teachers’ weekly plan books to ensure that they were integrated into daily instruction.
2. Timed reading selections and writing prompts were integrated into daily instruction of the curriculum. Writing prompts were assigned bi-weekly in all social studies classes.
3. Midterm and final District exams were created that included picture prompts, open-ended questions, and essay questions. Department chairpersons monitored chapter and unit tests to insure that the format was similar to the HSPT.
4. District-wide final exams were created by a committee of teachers in World and United States history classes. The district exams represented 65% of the final exam. The remaining 35% of the exam was developed by individual teachers.
5. Instruction focused on higher order thinking skills in an ongoing process to increase the emphasis on activities and lessons which included analysis, prediction and evaluation. Teachers emphasized student-centered learning through the implementation of National History Day projects, demonstrations, and videos, and the use of the We the People Civics Program. John F Kennedy High School also conducted a history fair to emphasize project- based learning.
6. The district enrolled students in challenging contests such as National History Day, Academic Decathlon and Geography Awareness Week. Thirty-Five high school students from John F Kennedy and Eastside High Schools won State awards at the National History Day competition on April 28, 2001. Rosa Parks High School participated in the Academic Decathlon on March 3, 2001. All high schools attended the Jefferson Lecture Series at William Paterson University on May 2, 2001.
7. Bi-weekly writing prompts were assigned throughout the year to increase opportunities for students to think, analyze, evaluate and predict. Writing logs were assigned in social studies classes for two marking periods.

#### DEPARTMENT OF SOCIAL STUDIES/CONTEST PARTICIPATION

Contest	Number of Juniors or Seniors Competing	Number Passing the HSPT
National History Day	40	40
Academic Decathlon	10	10

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. **(Page 58 Social Studies 1-7)**

**B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards**

**Social Studies**

<b>Successful</b>	<b>Unsuccessful</b>	<b>Not Implemented</b>
<b>B1</b>		
<b>B2</b>		
<b>B3/4</b>		
<b>B5</b>		
<b>B6</b>		
<b>B7</b>		

**Explanation of Success/Nonsuccess:**

**B1.** Workshops were conducted on three days for teachers of United States History I, II and World History respectively. Teachers understand the level of difficulty for the upcoming HSPA. Lesson plans must be labeled with standards.

**B2.** Reading and writing are integrated throughout social studies instruction.

**B3/4** Midterm and final exams were created and implemented during this school year. Exams mirrored the format of the HSPA. The chairperson of the state social studies assessment committee complimented us on our achievement.

**B5.** Emphasis on higher order thinking skills is an ongoing practice in classroom instruction.

**B6.** Students did participate in the challenging competitions. Exposure to William Paterson University on May 2, 2001 for the Jefferson Lecture Series encourages students to attend college.

**B7 Learning** logs were instituted in the language arts classes, and they proved so successful that they were instituted in the social studies classes. Writing prompts are an ongoing initiative in classroom instruction.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 58-Science 1-6*)

### Science

1. The District continued to explore programs and projects offered by colleges and other institutions. Identified high school students served as mentors in the Camp Vacamas Outdoor Education Program and will participate in the Living Classroom Program.
2. Department Heads and the Supervisor of Science continued to monitor classroom instruction and to provide demonstration lessons to ensure delivery of “active teaching” incorporating “student centered” science activities;
3. The District continued to offer the current student program activities, but also included modeling of the Ramapo Offers Opportunities to Students and the Science, Technology, Engineering and Math (“ROOTS – STEM” ) project: the PANTHER program modeled ROOTS/STEM. ROOTS/STEM academies focus on science and math.
4. A District theme was developed for the Math/Science Tech Fairs (Millennium Project) In addition to the District fair held at Passaic County Community College, math/science fairs were held in all schools.
5. Weekly reading/writing activities were assigned in all Science classes.
6. EARTH Academy was implemented at Eastside High School (Environmental Studies Academy). Students participate in alternative physical education and community projects as well as field days.

Successful	Not Implemented	Unsuccessful
1		
2		
3		
4		
5		
6		

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 3:** Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 58-Science 1-6*)

### Science

#### Explanation of Success/Nonsuccess:

1-6 Observations by Department Heads and the Supervisor of Science document that there was clearly an emphasis on “student centered” and “active teaching” instruction. Events such as the school science fairs, the Robotics competition and the districtwide Math/Science Fair provided evidence that this strategy was effective in contributing to raising test scores across disciplines.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 4:** Restructure the HSPT student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction. (*Page 60 A-C*)

- A. Students were provided with a district mandated tutorial Saturday program reinforcing Reading, Mathematics, and Writing HSPT11 skills for all Grade 11 students and those Grade 12 students who have not passed all three sections of the HSPT;
- Provided HSPT support for 11th Grade students incorporating proven strategies that have yielded increases in HSPT scores. Quantifiable data analysis procedures will be employed to monitor students experiencing success;
  - Hosted parent/student conferences for non-participating students and students with excessive absences to discuss the importance of attendance. These students will receive additional supplemental instruction (in addition to Applications classes) during the school day as often as scheduling allows.
  - Used HSPT cluster analysis to provide data driven feedback to better effect instructional decisions;
  - Provided all 11th Grade students with a Reading, Writing, Mathematics supplemental program at the onset of the school year
- B. HSPT student support staff were provided with content-based curriculum and Resource Packages to better prepare 11th grade students for October and April HSPT.
- C. Classroom instruction was monitored to ensure emphasis on student centered activities and standards based lessons. Instruction will include use of timed readings, writing prompts and open-ended questions.

	Successful	Unsuccessful	Not Implemented
A			
B			
C			

**Strategy 4:** Restructure the HSPT student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction. (Page 60 A-C)

- *Districtwide, in writing and math, the passing percentages for the cohort of students who attended the program were higher than for those who did not attend*

EFFECTIVENESS OF SATURDAY PROGRAM DISTRICT RESULTS							
	ATTENDED SATURDAY PROGRAM			DID NOT ATTEND SATURDAY PROGRAM			TOTAL DISTRICT APRIL RESULTS
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	% Passing
<b>DISTRICT READING</b>	83	19	23%	151	46	30.5%	<b>59.8%</b>
<b>DISTRICT WRITING</b>	44	11	25%	59	12	20.3%	<b>79.1%</b>
<b>DISTRICT MATH</b>	59	21	36%	54	15	27.8%	<b>80.3%</b>
	Successful			Unsuccessful			
	Reading	Writing	Math	Reading	Writing	Math	
<b>District Saturday Program</b>		<b>X</b>	<b>X</b>	<b>X</b>			

**Strategy 4: Restructure the HSPT student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction.. (Page 60 -C)**

*At Kennedy High School, the passing percentages for the cohort of students who attended the program were not higher than for those who did not attend. The District Coordinator of High Schools will review the effect of the Saturday program curriculum for reading, writing, and mathematics with the directors, content supervisors, department chairpersons, and high school principal and make appropriate modifications.*

<b>EFFECTIVENESS OF SATURDAY PROGRAM KENNEDY HIGH SCHOOL RESULTS</b>						
	<b>ATTENDED SATURDAY PROGRAM</b>			<b>DID NOT ATTEND SATURDAY PROGRAM</b>		
	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>
<b>Reading</b>	38	6	16%	61	207	32.8%
<b>Writing</b>	25	4	16%	23	7	30.4%
<b>Math</b>	31	9	29%	10	3	30%
	<b>Successful</b>			<b>Unsuccessful</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
				<b>X</b>	<b>X</b>	<b>X</b>

*At Eastside High School, in writing and in math the passing percentages for the cohort of students who attended the program were higher (11.1 % and 21.3 %) than those who did not attend. The District Coordinator of High Schools will review the effect of the Saturday program curriculum for reading with the content supervisor, department chairpersons, and high school principal and make appropriate modifications.*

<b>EFFECTIVENESS OF SATURDAY PROGRAM EASTSIDE HIGH SCHOOL RESULTS</b>						
	<b>ATTENDED SATURDAY PROGRAM</b>			<b>DID NOT ATTEND SATURDAY PROGRAM</b>		
	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>
<b>Reading</b>	34	9	26%	89	25	28.1%
<b>Writing</b>	16	4	25%	36	5	13.9%
<b>Math</b>	25	11	44%	44	10	22.7%
	<b>Successful</b>			<b>Unsuccessful</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
		<b>X</b>	<b>X</b>	<b>X</b>		



**Strategy 4: Restructure the HSPT student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction.. (Page 60 A-C)**

*At Rosa Parks High School, students who attended the program exceeded the State’s standard in writing. The program did contribute to the school’s overall success in reading, writing, and math.. Only 1 student did not attend the reading program.*

<b>EFFECTIVENESS OF SATURDAY PROGRAM ROSA PARKS HIGH SCHOOL RESULTS</b>						
	<b>ATTENDED SATURDAY PROGRAM</b>			<b>DID NOT ATTEND SATURDAY PROGRAM</b>		
	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>
<b>Reading</b>	11	4	36%	1	1	100%
<b>Writing</b>	3	3	100%	0	0	
<b>Math</b>	3	1	33%	0	0	
	<b>Successful</b>			<b>Unsuccessful</b>		
	<b>Reading</b>	<b>Writing X</b>	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>

**Strategy 4: Restructure the HSPT student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction. (Page 60 A-C)**

EFFECT OF ATTENDANCE ON SATURDAY PROGRAM							
		Reading		Math		Writing	
		Pass	Fail	Pass	Fail	Pass	Fail
Attended 7-10 days	Count	144	176	239	82	242	79
	Row %	41.0	50.1	67.7	23.2	68.6	22.4
Attended 4-6 days	Count	12	19	23	9	23	9
	Row %	3.4	5.4	6.5	2.5	6.5	2.5

#### **READING\***

- 41% of those students that attended 7-10 days passed the Reading section.
- 3.4% of those students who attended 4-6 days passed the reading section.
- The passing percentage increased by 37.6% for the cohort of students who attended the program 7-10 days.

#### **MATH\***

- 67.7% of those students that attended 7-10 days passed the Math section.
- 6.5% of those students who attended 4-6 days passed the Math section.
- The passing percentage increased by 61.2% for the cohort of students who attended the program 7-10 days.

#### **WRITING**

- 68.6% of those students that attended 7-10 days passed the Writing section.
- 6.5% of those students who attended 4-6 days passed the Writing section.
- The passing percentage increased by 62.1% for the cohort of students who attended the program 7-10 days.

\* The district’s smallest gains were in reading and math. The district will utilize the report of a special consultant to assist us in developing successful strategies to improve student achievement.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 62 A1-A3*)

- A. 1. The school year was extended from 180 days to 190 days for all juniors. The extended 10-day program begins in August (2000) to ensure that more 11<sup>th</sup> Grade students passed the October HSPT. This extended year program focused on delivering HSPT related experiences to assist our students in increasing their October 2000 test scores. Use of writing prompts, open-ended items/essays, and timed reading selection materials was the focus of the curriculum. The “regular” school year beginning September 2000 provided 21 days to continue these strategies prior to the administration of the October 2000 HSPT. This newly instituted 31-Day Curriculum served as the District’s “Big Thrust” from August 2000 through the October HSPT testing period to support achievement initiatives.
- 2 Each Application of Math III teacher at the August workshop was provided with a revised Math Curriculum and Resource Package to better prepare the juniors for the October HSPT 11 math test;
3. Each Application of Language Arts teacher at the August workshop was provided with a revised 28 day Language Arts Curriculum and Resource Package to better prepare the juniors for the October HSPT 11 Reading/Writing test.

Successful	Unsuccessful	Not Implemented
1		
2		
3		

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 62 A1-A3 continued*)

### Explanation of Success/Nonsuccess:

*The Ten Day Summer Program had an immediate impact on the October 2000 testing results. The following analysis can be cited:*

- *In writing and math, scores of students who attended the program were higher than the district's October 2000 results.*
- *In each of the areas tested the passing percentages for the cohort of students who attended the program were higher than for those who did not attend*

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM DISTRICT RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
DISTRICT READING	353	157	44%	83	32	38.6%
DISTRICT WRITING	355	267	75%	83	60	72.3%
DISTRICT MATH	355	264	74%	78	47	60.3%
	Successful			Unsuccessful		
	X	X	X			

October 2000

Reading 44.2%  
Writing 74.3%  
Mathematics 71.9%

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 62 A1-A3 continued*)

### FIRST TIME TESTERS

SCHOOL	READING			WRITING			MATH		
	'99	'00	+or-99	'99	'00	+or-99	'99	'00	+or-99
Eastside	32.0	33.3	+1.3	44.2	71.8	+27.6	46.5	62.4	+15.9
Kennedy	36.4	46.5	+10.1	47.8	73.0	+25.2	63.8	76.8	+13.0
Rosa Parks	79.3	76.9	-2.4	84.5	94.2	+9.7	87.9	94.2	+6.3
Silk City	50.0	37.5	-12.5	87.5	37.5	-50.0	50.0	37.5	-12.5
<b>District Total</b>	40.2	44.2	+4.0	51.7	74.3	+22.6	59.0	71.9	+12.9

- A. At each comprehensive high school writing scores increased from October 1999 to October 2000 The total district writing scores increased by 22.6 percentage points from October 99 to October 00.
- B. At Eastside and Kennedy High Schools reading scores increased from October 1999 to October 2000 The total district reading scores increased by 4 percentage points from October 99 to October 00.
- C. At each comprehensive high school math scores increased from October 1999 to October 2000
- D. The total district math scores increased by 12.9 percentage points from October 99 to October 00.

At Kennedy High School, in each of the areas tested the passing percentages for the cohort of students who attended the program were higher than for those who did not attend (reading +13.9%, writing +12.3%, math +21.5%. Students who attended the program exceeded the State's standard in writing and math (82%, 86%).

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM KENNEDY HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	157	95	61%	34	16	47.1%
Writing	158	130	82%	33	23	69.7%
Math	157	135	86%	31	20	64.5%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X	X	X			

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 62 continued*)

*At Eastside High School, in reading, writing, and in math, the passing percentage for the cohort of students who attended the program was higher (reading +19.4%, writing +14.2%, math +15.2%) than for those who did not attend.*

EFFECTIVENESS OF 10- DAY PROGRAM EASTSIDE HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	153	74	48%	42	12	28.6%
Writing	154	130	84%	43	30	69.8%
Math	154	98	64%	41	20	48.8%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X	X	X			

*At Rosa Parks High School, students who attended the program exceeded the State's standard in reading, writing and math (89%, 100%, 95%). Although the scores of the students who did not attend the program also exceeded the State's standard in writing and math, the program did contribute to the school's overall success in all areas.*

EFFECTIVENESS OF 10-DAY PROGRAM ROSA PARKS HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	44	39	89%	7	3	42.9%
Writing	44	44	100%	7	7	100%
Math	44	42	95%	7	7	100%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X	X	X			

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (page 62 A1-A3 continued)

**Explanation of Success/Nonsuccess:**

*The Ten Day Summer Program had an immediate impact on the October 2000 testing results. The following analysis can be cited:*

- *In all 10 academies the passing percentages for the cohort of students who attended the program were higher than for those who did not (Reading +25, Writing +20, Math +32)*
- *The passing percentages for students who attended the program in writing and math exceeded the total district passing rates (+12.7 and +21.1 respectively) and exceeded state standards. (+2 and +8 respectively)*
- *The passing percentage for students who attended the reading program exceeded the district passing rate by +24.8.*

<b>EFFECTIVENESS OF 10 DAY SUMMER PROGRAM</b>						
<b>ACADEMY RESULTS</b>						
	<b>ATTENDED 10 DAY SUMMER PROGRAM</b>			<b>DID NOT ATTEND 10 DAY SUMMER PROGRAM</b>		
	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>	<b># Tested</b>	<b># Passing</b>	<b>% Passing</b>
ACADEMY READING	<b>160</b>	<b>111</b>	<b>69%</b>	<b>18</b>	<b>8</b>	<b>44%</b>
ACADEMY WRITING	<b>161</b>	<b>140</b>	<b>87%</b>	<b>18</b>	<b>12</b>	<b>67%</b>
ACADEMY MATH	<b>160</b>	<b>149</b>	<b>93%</b>	<b>18</b>	<b>11</b>	<b>61%</b>
	<b>Successful</b>			<b>Unsuccessful</b>		
	<b>X</b>	<b>X</b>	<b>X</b>			

October 2000
Reading 44.2%
Writing 74.3%
Mathematics 71.9%

- In 3 of the 10 academies (Business Technology Academy, Renaissance of the Open Mind, Health and Related Professions Academy) the passing percentages for the cohort of students who attended the program in reading, writing, and math, were equal to or higher than the passing percentages for the cohort of students who did not attend.
- In the Business and Marketing Academy, the passing percentages for the cohort of students who attended the program in reading, and writing, was equal to or higher than the passing percentages for the cohort of students who did not attend.
- In 4 of the academies, (Communications, Government and Law, Public Service Academy, and Urban Planning and Applied Technology Academy), all students attended the program. In the Government and Law Academy, the passing percentage for the cohort of students who attended the program in reading was 11.2 percentage points higher than the total district reading score.
- In 3 of the academies (Communications, Government and Law, Public Service Academy), the passing percentage for the cohort of students who attended the program in writing not only exceeded the total district reading score but was also above state standard.
- In 4 of the academies (Communications, Government and Law, Public Service Academy, Urban Planning and Applied Technology Academy), the passing percentage for the cohort of students who attended the program in mathematics not only exceeded the total district math score but was also above state standard.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 5:** Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 62 continued*)

*The district additionally examined the impact of the program on those students who passed. When viewing each band independently, (450-500, 400-449, 350-399) there is a greater percentage of students in each passing band for the cohort of students that attended the program versus the cohort that did not attend (exception: 450-500 band for Reading). This also holds true for reading band 300-349 (19.8 % of student who passed attended the program in comparison to 2.4% of students who passed that did not attend the*

Impact of 10 Day Summer Session On the Passing Rate of the October 2000 Administration of the HSPT											
Reading	Range	Attended	Did not Attend	Mathematics	Range	Attended	Did not Attend	Writing	Range	Attended	Did not Attend
	450-500	.8%	1.2%		450-500	5.4%	2.6%		450-500	1.7%	0
	400-449	8.2%	3.6%		400-449	16.9%	10.3%		400-449	5.9%	2.4%
	350-399	15.6%	8.4%		350-399	27.9%	12.8%		350-399	28.5%	26.5%
Comparison of students passing the reading section based on attending the 10 day program				Comparison of students passing the mathematics section based on attending the 10 day program				Comparison of students passing the writing section based on attending the 10 day program			



## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 6:** Strengthen the 9<sup>th</sup> grade high school course of study (*page 63*)

- A. The 9th Grade Application of Math class and the 9th Grade Application of Language Arts class were eliminated effective September 1, 1999; to require all 9th Graders to take a science class and social studies class to better prepare students for the HSPA. In 9th Grade, HSPA skills & testing strategies were taught through core content courses: English, Mathematics, Science, and Social Studies.

Successful	Unsuccessful	Not Implemented
X		

### Explanation of Success/Nonsuccess:

Qualitative analysis of a survey administered to students documents that students felt more like challenged high school students. Thus, their self-esteem improved. Scores received by these students on the Newark/Paterson assessment will be reported as soon as the scores are received.

The policy will continue as it provided students with the time to take courses that prepared them for HSPT/ HSPA success. This policy will also satisfy the 3-year science requirement for all high school students in New Jersey.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

### Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (*page 64 and 65*)

**A.** The existing small learning communities were expanded to offer students additional choices.

**B.** Small learning communities were continued to promote academic excellence. The Innovative Academies currently include the following high school programs: (*refer to pages 178-179*)

Four new academies opened this year: Garrett Morgan Transportation Academy, Montclair State University/Paterson Pre-Collegiate Teaching Academy, Paterson and NASA. together for Higher expectations and Results (PANTHER) Academy and the Environmental Academy for Research, Technology and Health Academy. The District continued to offer programs in our previously existing academies. Furthermore, during the 2000-2001 school year, the District applied for and received a U.S. Department of Education Smaller Learning Communities grant, which will allow the District to continue to strengthen existing academies and to develop new ones.

Successful	Unsuccessful	Not Implemented
X		
X		

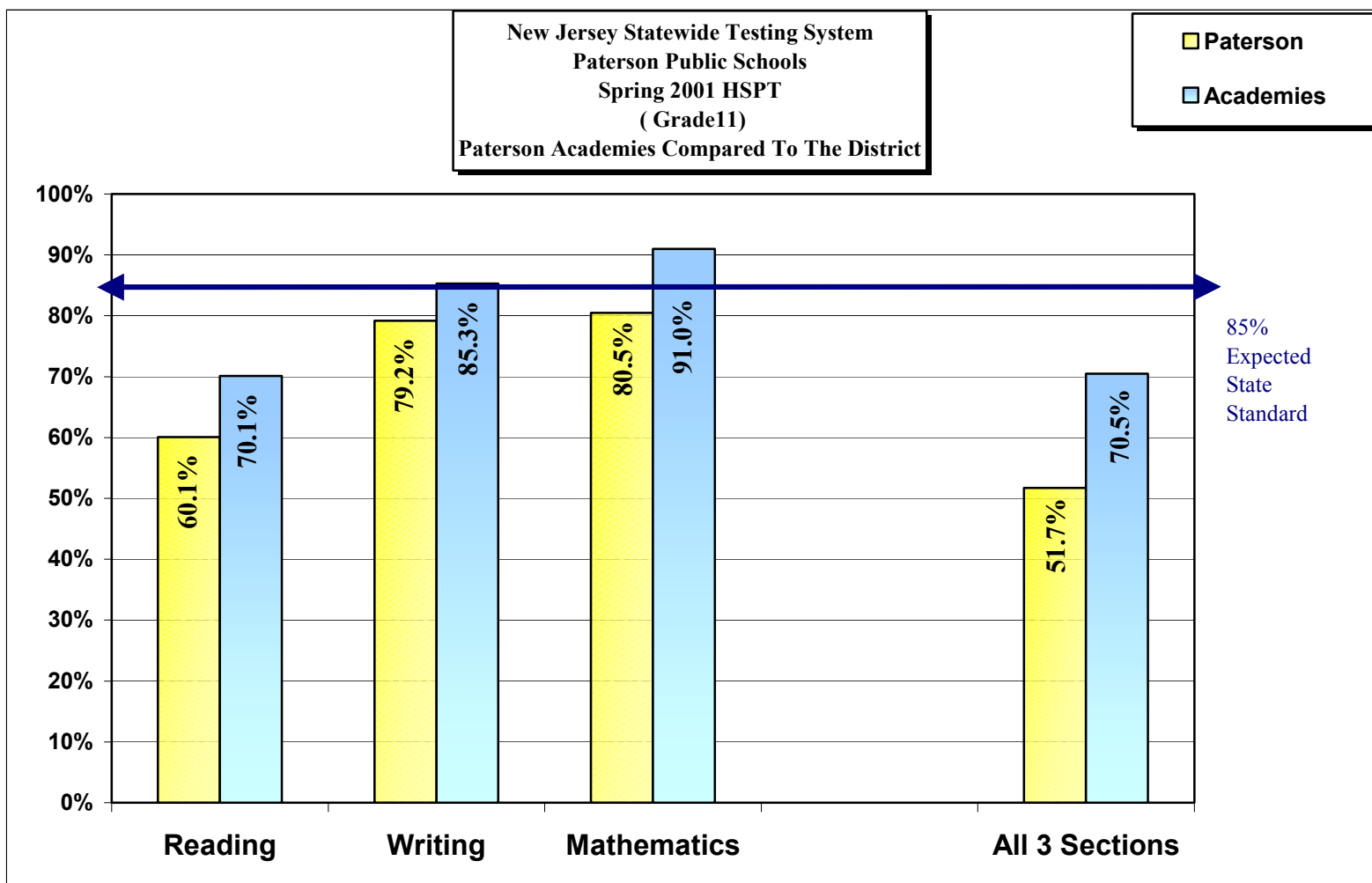
**Strategy 7:** Develop and implement Alternative Education Programs/Small Learning Communities (*page 64 and 65*)

**Explanation of Success/Nonsuccess:**

As can be seen in the chart and graph that follows, the passing rate of academy students on the HSPT, when taken as a group, exceeds that of the District high school population as a whole.

- Six of the 10 academies had HSPT scores higher than the District population as a whole in reading, writing, and math. (Business Technology Academy, Renaissance of the Open Mind, Public Service Academy, Science Technology Engineering and Math Academy, Communications Academy, Government and Law Academy)
- Urban Planning and Applied Technology Academy had HSPT scores higher than the District population as a whole in mathematics.
- 75.5% of the academy students passed all 3 sections of the HSPT
- 70.1% of the academy students passed the reading section of the HSPT
- 91% of the academy students passed the mathematics section of the HSPT
- 85.3% of the academy students passed the writing section of the HSPT

HSPT Spring 2001			
	District % Passing	Academy % Passing	Difference
Reading	60.1	70.1	+10.0
Mathematics	80.3	91.0	+10.7
Writing	79.2	85.3	+6.1
All 3 Sections	51.7	70.5	+18.8



The aggregate scores for the Paterson academies/small learning communities exceeded the district average in all three content areas. The aggregate scores in reading for the academies/small learning communities exceeded the district average by 10 percentage points. The aggregate scores in writing for the academies/small learning communities exceeded the district average by 6.1 percentage points. The aggregate scores in mathematics for the academies/small learning communities exceeded the district average by 10.5 percentage points. Students passing all three sections in the academies/small learning communities exceeded the district average by 18.8 percentage points. The aggregate scores for students in the academies/small learning communities exceeded the State standard in mathematics and writing.

#### Four new academies opened in the 2000-2001 school year.

- The **Garrett Morgan Transportation Academy** will be located within the Opportunity Center on Spruce Street. Students will benefit from a curriculum that makes math, science, and technology instruction relevant to their lives through a tie-in to transportation-related careers.
- **Paterson Pre-Collegiate Teaching Academy** will provide a comprehensive experience for students interested in entering the teaching profession. The academy will be a collaborative venture between the Paterson Public Schools, the Paterson Education Association, and Montclair State University.
- Paterson and NASA Together for High Expectations and Results (**PANTHER ACADEMY**) enlists 8<sup>th</sup> grade students into a program designed to stimulate their interest in space science. Following their 8<sup>th</sup> grade experience, students will enroll in a rigorous math science and technology academy (i.e., The PANTHER Space Academy)
- **EARTH – The Environmental Academy for Research, Technology and Health.** The much-heralded arrival of this new academy will allow students to pursue an intensive curriculum in all areas of environmental sciences. Strong focus will be placed on research and the newly emerging technologies and the positive impact they offer in the study of environmental issues.

#### . The Innovative Academies include the following high school programs in 2000-2001:

- **Silk City Academy:** One of Paterson Public Schools' largest academies, Silk City is a self-contained, off-site academy housed within its own building in the downtown area. Although it offers many varied programs, some of note include A+ certification for Computer Service Technicians; coursework in desktop publishing and graphic design; Communications technologies and other programs offered throughout Paterson at its other academies. (see below.)
- The Metro Paterson Academy for Communications and Technology (**MPACT**) is a college-preparatory program in technological design and entrepreneurship. The academy is affiliated with MIT (Massachusetts Institute of Technology)
- **BTA – Business Technology Academy** is an innovative academy that addresses the needs of students seeking careers in business management and administrative services. The academy also highlights career skills of marketing, operations, and business services distribution facets.
- **HARP – Health and Related Professions Academy.** This special innovative academy introduces and trains students in the many skills necessary for future work in the fields of health professions and the related sciences.
- **PSA – Public Service Academy** is designed to introduce students to the many avenues of exploration for careers in all areas of public service and public administration.
- **ROOM - Renaissance of the Open Mind.** This academy is designed to meet the needs of students who seek possible careers in the visual and performing arts.
- **UPAT – Urban Planning and Applied Technology.** This academy introduces students to careers possibilities in architecture and related programs, and the engineering arts and their related technologies.
- **AFTER – Academy for Technical Exploration and Research.** Through the curriculum in this academy, students are allowed to explore the potential career possibilities in the construction trades. Students are also exposed to the engineering and architectural skills necessary to secure prime employment in the construction fields.
- **BTM – Business Technology and Marketing Academy.** This business and management academy, headquartered at Kennedy High School, offers many programs similar to those at the BTA academy at Eastside High School.
- **Communications Academy:** The communications academy allows all students to explore the many areas of communications fields including broadcasting, journalism and public relations among other skills.
- **STEM – Science, Technology Engineering and Math.** This academy focus strong curricular concentration in the math and science areas allowing students to rapidly accelerate in these areas at their own pace.
- **CISCO Network Academy** at Eastside High School helps students learn the information needed to prepare them for the CISCO certified networking associate exam. This certification prepares students for immediate openings in engineering and science-focused college studies.
- **Special Education Innovative Academy (Westside Café)** is a career-oriented academy housed at Kennedy High School that equips low-level special education students with marketable employment skills. As part of the program, students engage in the daily preparation and operation of their in-school restaurant.

## **SECTION III**

# **URBAN EDUCATION REFORM REGULATIONS**

## WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS
# 1	E	K-6	2a Cohort	CES	2 <sup>nd</sup> year of implementation
# 2	E	K-8	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation
# 3	E	1-8	2 <sup>nd</sup> Cohort	CFL	3rd year of implementation
# 4	M	5-8	2a Cohort	Co-Nect	2 <sup>nd</sup> year of implementation
# 5	E	1-8	3 <sup>rd</sup> Cohort	CES	1st year of implementation
# 6	E	K-8	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation (2 <sup>nd</sup> year of Math Wings)
# 7	M	5-8	2 <sup>nd</sup> Cohort	CES	3rd year of implementation
# 8	E	K-8	2a Cohort	Comer	2 <sup>nd</sup> year of implementation
# 9	E	K-8	2a Cohort	CES	2 <sup>nd</sup> year of implementation
#10	E	K-8	2a Cohort	CES	2 <sup>nd</sup> year of implementation
#11	E	1-8	3 <sup>rd</sup> Cohort	CES	1st year of implementation
#12	E	K-8	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation
#13	E	1-8	1 <sup>st</sup> Cohort	MRS	4 <sup>th</sup> year of implementation
#14	E	1-4	3 <sup>rd</sup> Cohort	CES	1st year of implementation
#15	E	K-8	1 <sup>st</sup> Cohort	MRS	4 <sup>th</sup> year of implementation
#16	E	1-4	3 <sup>rd</sup> Cohort	CES	1st year of implementation
#17	E	1-4	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation
#18	E	1-8	2a Cohort	CES	2 <sup>nd</sup> year of implementation
#19	E	K-4	2a Cohort	Comer	2 <sup>nd</sup> year of implementation
#20	E	K-8	2a Cohort	CES	2 <sup>nd</sup> year of implementation
#21	E	K-8	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation (2 <sup>nd</sup> year of Math Wings)
#24	E	K-8	2a Cohort	CES	2 <sup>nd</sup> year of implementation
#25	E	K-8	3 <sup>rd</sup> Cohort	Comer	1st year of implementation
#26	E	K-8	2a Cohort	SFA	2 <sup>nd</sup> year of implementation
#27	E	K-8	1 <sup>st</sup> Cohort	AS	4 <sup>th</sup> year of implementation
#28	E	PK-4	1 <sup>st</sup> Cohort	Comer	4 <sup>th</sup> year of implementation

## WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

*continued*

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS
#29	E	K-4	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation (3 <sup>rd</sup> year of Math Wings)
DALE	E	K-1	1 <sup>st</sup> Cohort	Comer	4 <sup>th</sup> year of implementation
EHS	S	9-12	3 <sup>rd</sup> Cohort	Talent Development	1 <sup>st</sup> year of implementation
EWK	E	K-4	2a Cohort	SFA	2 <sup>nd</sup> year of implementation
JFK	S	9-12	3 <sup>rd</sup> Cohort	CES	1 <sup>st</sup> year of implementation
MLK	E	K-8	2a Cohort	CES	1 <sup>st</sup> year of implementation
NSW	E	1-8	1 <sup>st</sup> Cohort	Comer	4 <sup>th</sup> year of implementation
RC	E	1-4	1 <sup>st</sup> Cohort	SFA	4 <sup>th</sup> year of implementation
RPHS	S	9-12	3 <sup>rd</sup> Cohort	CES	1 <sup>st</sup> year of implementation

\* E=Elementary, M=Middle, S=Secondary

\*\* CES=Coalition of Essential Schools, CFL=Community For Learning, SFA=Success For All, MRS=Modern Red Schoolhouse, AS=Accelerated Schools



## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Proceed/continue to implement Whole School Reform models adopted by each school in the district in three stages. Cohort I (13 schools) began implementation in the 1998-1999 school year. Cohort II (2 schools) and Cohort IIA (12 schools) began implementation in the 1999-2000 school year, and Cohort III began implementation in the 2000-2001 school year. *(pages 71-72 A-D)*

Central office staff provided assistance to all schools to ensure that the process of selection and implementation of a WSR model proceeded smoothly and was successful. Toward that end several activities were put in place during the planning process. These included:

**A.** Developed guidelines for the role of central office staff in the area of WSR selection and implementation. A committee composed of representatives of all stakeholders (Principals, SMT Chairpersons, and WSR Facilitators) met to discuss the new role of central office staff in providing more direct services to schools.

**B.** Helped the SMT develop an understanding of the Abbott decision and the demands it makes when implementing WSR.

**C.** Provided guidance to SMT members in:

- Alignment of instructional practices and materials to both the model components and district's Strategic Plan
- Testing and assessment procedures
- Data Analysis

**D.** Assisted Central Office Staff in the following:

- Ensured that all SMT members received all communications relative to WSR, Abbott and school/governance matters
- Facilitated all SMT training sessions, coordinate WSR activities with the district office and the developers. These included-but were not be limited to exploration sessions, preliminary training setting-up visitations to other model sites, planning simulations, reviewing materials and supplies needed for the model and assessing the WSR models' "fit to each school".
- Contacted developers and arranged forums so they may present their ideas to the staff and to the parents for Cohort III.
- Ensured schools provide workshops to parents and community members in the evenings to clarify issues related to the implementation of WSR.
- Arranged for selected staff members to attend and observe the different WSR models being implemented in other schools both in the district and outside the district.
- Ensured that the developers kept to a set schedule and that they were aware of CCCS and the demands of ESPA and GEPA
- Collected data at the school site relating to the accountability plan, strategic plan, and early childhood program plan to verify the effectiveness of the chosen WSR model

## Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

**Strategy 1:** Proceed/continue to implement Whole School Reform models adopted by each school in the district in three stages. Cohort I (13 schools) began implementation in the 1998-1999 school year. Cohort II (2 schools) and Cohort IIA (12 schools) will began implementation in the 1999-2000 school year, and Cohort III will begin implementation in the 2000-2001 school year. *(pages 71-72 A-D)*

- Facilitated central office, assistant superintendents, directors, assistant directors, supervisors, resource teachers, Office of Student Support Services, Department of Special Education, Bilingual Department, Testing and Assessment Office, Technology Department, and Office of Special Projects to become familiar with current models and Whole School Reform site-based budget process to better provide technical support and assistance to schools.

Successful	Unsuccessful	Not Implemented
A		
B		
C		
D		

### Explanation of Success/Nonsuccess:

All training has successfully been given to all of our stakeholders, thereby insuring a smooth transition from central office management to school management teams. This training and awareness has empowered stakeholders to work collaboratively to insure a thorough education for all students.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 2:** Continue to explore Whole School Reform models. Cohort III (high schools) will begin implementation in the 2000-2001 school year (pages 73-74 A-C)

Central office staff provided assistance to all schools to ensure that the process of selection and implementation of a WSR model proceeded smoothly and was successful.

- A. Developed guidelines for the role of central office staff in the area of WSR selection and implementation. A committee composed of representatives of all stakeholders (Principals, SMT Chairpersons, and WSR Facilitators) met to discuss new role of central office staff, in providing more direct services to the high schools.
- B. Continued training for the SMT's to develop an understanding of the Abbott decision and the demands it makes when implementing WSR.
  - Assisted in the coordination between technology and curriculum via the technology plan and the technology coordinator, facilitators, dropout specialists and Health and Social Services coordinator.
  - Technology coordinator assisted in the coordination between technology and curriculum via the technology plan and provided leadership and technical assistance to schools to support the district's use of technology for instruction, communications, and management.
  - Facilitators assisted in the implementation of the school's chosen model and the alignment of the model, district initiatives and the New Jersey Core Curriculum Content Standards.
  - Examined the alignment of the CCCS to each WSR model and developed a matrix
  - Held meetings with developer to ensure that each WSR model appropriately prepares our students for the HSPT/HSPA.
  - Helped schedule and maintain reduced class size ratios
  - Periodically monitored the attainment of needs required under Abbott.
  - Helped schools become independent by empowering the SMT members to become resource people to all stakeholders.

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 2:** Continue to explore Whole School Reform models. Cohort III (high schools) will begin implementation in the 2000-2001 school year (pages 73-74 A-C)

### C. The central office staff:

- Ensured that all SMT members received all communications relative to WSR, Abbott and school/governance matters
- Facilitated all SMT training sessions, coordinated WSR activities with the district office and the developers. These included-but were not limited to exploration sessions, preliminary training setting-up visitations to other model sites, planning simulations, reviewing materials and supplies needed for the model and assessing the WSR models' of "fit to each school".
- Contacted developers and arranged forums so that ideas were presented to the staff and to the parents for Cohort III. This activity may have involved several facilitators working together.
- Ensured that schools provided workshops to parents and community members in the evenings to clarify issues related to the implementation of WSR.
- Arranged for selected staff members to attend and observe the different WSR models being implemented in other schools both in the district and outside the district.
- Ensured that the developers kept to a set schedule and that they were aware of CCCS and the demands of HSPT/HSPA.
- Collected data at the school site relative to the accountability plan, educational plan, and supplemental programs to verify the effectiveness of the chosen WSR model
- Surveyed staff on training and implementation matters, school-based budget issues, effectiveness of the SMT, and other matters dealing with WSR and Abbott.

Successful	Unsuccessful	Not Implemented
A		
B		
C		

## Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

**Strategy 2:** Continue to explore Whole School Reform models. Cohort III (high schools) will begin implementation in the 2000-2001 school year (pages 73-74 A-C)

### Explanation of Success/Nonsuccess:

**A.** A committee has been established of SMT members, community members, and sub-committees that have met and chosen a model for each High School that will be implemented in September 2001.

**B** Training has taken place and is ongoing for Facilitators, and Technology coordinators in order to comply with the WSR guidelines of the Abbott decision. This cadre of individuals are aligning curriculum and services for each of the High Schools based on the chosen model. They have been working on a plan to reduce class size, improve attendance and align curriculum with technology and the CCCS.

**C.** Central office forwards all communications concerning WSR to the building principal as well as the Facilitators, and SMT chairpersons. They have been instrumental in securing model input to assist the High Schools to implement their chosen model in September 2001. Data based on needs assessment from the high schools has been an ongoing procedure and will assist the High Schools in the development of their plan and budget for FY 2002-2003.

*As of September 2001 all elementary and high schools will be implementing a Whole School Reform model.*

## Comparison Of Achievement By Whole School Reform Model

The district reviewed **ESPA achievement** results for the 5 Whole School Reform models adopted by cohorts 1 and 2.. The following schools in cohorts 1 and 2 house fourth grade classes

- Success For All (7 schools) -
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 school)
- Community For Learning (1 school)
- Comer School Development Program (2 schools)

The charts that follow display the performance of these schools in language arts, mathematics and science.

### **Chart III - A: A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model (2000-2001 Language Arts Literacy - ESPA (Page 189)**

Aggregate gains from May 2000 to May 2001 were demonstrated by the Accelerated School (47%)Success For All Schools (+24.8%), Comer (+37.4%), Modern Red Schoolhouse (13.6%) and Community For Learning (+12.1%) in language arts literacy. The Accelerated School's performance exceeded the districtwide general education gain of 31.5 percentage points.

### **Chart III - B A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model (2000-2001 Mathematics - ESPA (Page 190)**

Aggregate gains from May 2000 to May 2001 were demonstrated by Comer Schools (+16.9%), Success For All Schools (+12.1%), the Accelerated School (+10.9%) Modern Red Schoolhouse (+2.2%) in mathematics. The aggregate scores for these four models exceeded the districtwide general education gain of 8.8 percentage points.

### **Chart III - C A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model (2000-2001 Science - ESPA (Page 191)**

Aggregate gains from May 2000 to May 2001 were demonstrated by Comer Schools (+45.9%), Coalition of Essential Schools Cohort 3 (+35.4%) Coalition of Essential Schools Cohort 2A (31.4%) and Success For All Schools (+27.8%). The aggregate scores for the aforementioned models exceeded the districtwide general education gain of 8.7 percentage points.

**Chart III-A**  
**A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model (2000-2001)**  
**Language Arts Literacy - ESPA**

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
2	2	1st	SFA	25	11	44.0%	30	24	80.0%	
6	1	1st	SFA	60	12	20.0%	58	27	46.6%	
12	2	1st	SFA	48	15	31.3%	48	27	56.3%	
17	4	1st	SFA	53	12	22.6%	39	26	66.7%	
21	1	1st	SFA	71	23	32.4%	76	32	42.1%	
29	4	1st	SFA	45	11	24.4%	37	28	75.7%	
RC	4	1st	SFA	21	15	71.4%	17	16	94.1%	
SFA Total for the 1st Cohort				323	99	30.7%	305	180	59.0%	+24.8%
28	4	1st	COMER	90	4	4.4%	65	27	41.5%	
NSW	1	1st	COMER	24	17	70.8%	21	21	100.0%	
Comer Total for the 1st Cohort				114	21	18.4%	86	48	55.8%	+37.4%
13	2	1st	MRS	87	38	43.7%	91	46	50.5%	
15	2	1st	MRS	79	16	20.3%	63	25	39.7%	
MRS Total for the 1st Cohort				166	54	32.5%	154	71	46.1%	+13.6%
27	1	1st	AS	69	20	29.0%	50	38	76.0%	
AS Total for the 1st Cohort				69	20	29.0%	50	38	76.0%	
3	1	2nd	CFL	26	18	69.2%	32	26	81.3%	
CFL Total for the 2nd Cohort				26	18	69.2%	32	26	81.3%	
*District Total				1611	560	34.8%	1532	1015	66.3%	+31.5%

\*Total for ALL schools in the district

**Chart III-B**  
**A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model (2000-2001)**  
**Mathematics - ESPA**

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Plus / Minus
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	
2	2	1st	SFA	25	10	40.0%	30	19	63.3%	
6	1	1st	SFA	61	14	23.0%	60	12	20.0%	
12	2	1st	SFA	48	9	18.8%	48	21	43.8%	
17	4	1st	SFA	52	17	32.7%	39	20	51.3%	
21	1	1st	SFA	70	15	21.4%	76	24	31.6%	
29	4	1st	SFA	45	19	42.2%	36	23	63.9%	
RC	4	1st	SFA	21	17	81.0%	17	14	82.4%	
<b><i>SFA Total for the 1st Cohort</i></b>				<b>322</b>	<b>101</b>	<b>31.4%</b>	<b>306</b>	<b>133</b>	<b>43.5%</b>	<b>+12.1%</b>
28	4	1st	COMER	90	9	10.0%	65	24	36.9%	
NSW	1	1st	COMER	25	21	84.0%	21	13	61.9%	
<b><i>Comer Total for the 1st Cohort</i></b>				<b>115</b>	<b>30</b>	<b>26.1%</b>	<b>86</b>	<b>37</b>	<b>43.0%</b>	<b>+16.9%</b>
13	2	1st	MRS	86	33	38.4%	91	42	46.2%	
15	2	1st	MRS	79	17	21.5%	63	8	12.7%	
<b><i>MRS Total for the 1st Cohort</i></b>				<b>165</b>	<b>50</b>	<b>30.3%</b>	<b>154</b>	<b>50</b>	<b>32.5%</b>	<b>+2.2%</b>
27	1	1st	AS	69	27	39.1%	50	25	50.0%	
<b><i>AS Total for the 1st Cohort</i></b>				<b>69</b>	<b>27</b>	<b>39.1%</b>	<b>50</b>	<b>25</b>	<b>50.0%</b>	<b>+10.9%</b>
3	1	2nd	CFL	26	18	69.2%	32	17	53.1%	
<b><i>CFL Total for the 2nd Cohort</i></b>				<b>26</b>	<b>18</b>	<b>69.2%</b>	<b>32</b>	<b>17</b>	<b>53.1%</b>	<b>-16.1%</b>
<b><i>*District Total</i></b>				<b>1614</b>	<b>636</b>	<b>39.4%</b>	<b>1536</b>	<b>741</b>	<b>48.2%</b>	<b>+8.8%</b>

*\*Total for ALL the schools in the district*



**Chart III-B**  
**A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model**  
**Science - ESPA**

School	Cluster	Cohort	Model	Science 2000			Science 2001			Plus / Minus
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	
2	2	1st	SFA	25	19	76.0%	30	23	76.7%	
6	1	1st	SFA	60	27	45.0%	62	30	48.4%	
12	2	1st	SFA	48	27	56.2%	48	34	70.8%	
17	4	1st	SFA	54	34	63.0%	39	29	74.4%	
21	1	1st	SFA	71	41	57.7%	76	42	55.3%	
29	4	1st	SFA	45	34	75.6%	37	32	86.5%	
RC	4	1st	SFA	21	21	100.0%	17	17	100.0%	
<b>SFA Total for the 1st Cohort</b>				324	203	62.7%	309	207	67.0%	+4.3%
28	4	1st	COMER	89	19	21.3%	65	49	75.4%	
NSW	1	1st	COMER	25	23	92.0%	21	20	95.2%	
<b>Comer Total for the 1st Cohort</b>				114	42	36.8%	86	69	80.2%	+43.4%
13	2	1st	MRS	87	63	72.4%	91	67	73.6%	
15	2	1st	MRS	79	35	44.3%	63	35	55.6%	
<b>MRS Total for the 1st Cohort</b>				166	98	59.0%	154	102	66.2%	+7.2%
27	1	1st	AS	69	42	60.9%	50	41	82.0%	
<b>AS Total for the 1st Cohort</b>				69	42	60.8%	50	41	82.0%	+21.2%
3	1	2nd	CFL	26	23	88.4%	32	26	81.3%	
<b>CFL Total for the 2nd Cohort</b>				26	23	88.4%	32	26	81.3%	-7.2%
<b>*District Total</b>				1617	1044	64.6%	1538	1128	73.3%	+8.7%

\*Total for ALL schools in the district

## **Comparison Of Achievement By Whole School Reform Model Cohorts 2A and 3**

The district reviewed **ESPA achievement** results for the 3 Whole School Reform models adopted by cohorts 2A and 3. The following schools in cohorts 2A and 3 house fourth grade classes

- Success For All (2 schools) -
- Coalition of Essential Schools (10 schools)
- Comer School Development Program (3 schools)

The charts that follow display the performance of these schools in language arts, mathematics and science.

### **Chart III-D: A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2001) Language Arts Literacy – ESPA (page 193)**

Aggregate gains in language arts from May 2000 to May 2001 were demonstrated by Comer Schools Cohort 2A (+45.9%), Coalition of Essential Schools Cohort 3 (+35.4%), Coalition of Essential Schools Cohort 2A (+31.4%), and Success For All Schools (+27.8%). The aggregate scores for Comer, and Coalition of Essential Schools Cohort 2A exceeded the districtwide general education gain of 31.5 percentage points.

### **Chart III-E: A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2001) Mathematics – ESPA (page 194)**

Aggregate gains in mathematics from May 2000 to May 2001 were demonstrated by Comer Cohort 2A Schools (16.4%), Coalition of Essential Schools Cohort 3 (+11.9%), and Coalition of Essential Schools Cohort 2A (+8.9%). The aggregate scores for the aforementioned models exceeded the districtwide general education gain of 8.8 percentage points.

### **Chart III-F: Chart III-E: A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2001) Science – ESPA (page 195)**

Aggregate gains in science from May 2000 to May 2001 were demonstrated by Coalition of Essential Schools Cohort 3 (+10.5%), Comer Cohort 2A(+9.6%), Coalition of Essential Schools Cohort 2A (+3.5%), and Success For All Schools Cohort 2A (+1.0%). The aggregate scores for Success For Coalition of Essential Schools Cohort 3 and Comer Cohort 2A exceeded the districtwide general education gain of 8.7 percentage points.

Chart III-D

A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2001)

Language Arts Literacy – ESPA

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Plus / Minus
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	
26	1	2a	SFA	52	18	34.6%	50	34	68.0%	
EWK	4	2a	SFA	46	7	15.2%	40	14	35.0%	
<b>SFA Total in the 2a Cohort</b>				98	25	25.5%	90	48	53.3%	+27.8%
1	4	2a	CES	30	16	53.3%	29	25	86.2%	
9	1	2a	CES	97	57	58.8%	107	84	78.5%	
10	2	2a	CES	62	11	17.7%	86	50	58.1%	
18	2	2a	CES	72	46	63.9%	71	66	93.0%	
20	2	2a	CES	65	33	50.8%	49	44	89.8%	
24	2	2a	CES	63	20	31.7%	48	33	68.8%	
MLK	2	2a	CES	85	41	48.2%	87	73	83.9%	
<b>CES Total in the 2a Cohort</b>				474	224	47.3%	477	375	78.6%	+31.4%
8	2	2a	COMER	51	15	29.4%	48	30	62.5%	
19	4	2a	COMER	30	7	23.3%	56	46	82.1%	
<b>Comer Total in the 2a Cohort</b>				81	22	27.2%	104	76	73.1%	+45.9%
5	2	3rd	CES	51	21	41.2%	70	52	74.3%	
11	1	3rd	CES	24	1	4.2%	21	11	52.4%	
14	4	3rd	CES	43	9	20.9%	47	14	29.8%	
16	4	3rd	CES	43	14	32.6%	33	29	87.9%	
25	2	3rd	CES	76	26	34.2%	63	47	74.6%	
<b>CES Total in the 3rd Cohort</b>				237	71	30.0%	234	153	65.4%	+35.4%
<b>District Total</b>				1611	560	34.8%	1532	1015	66.3%	+31.5

Chart III-E

A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2001)

Mathematics-ESPA

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Plus / Minus
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	
26	1	2a	SFA	52	19	36.5%	50	13	26.0%	
EWK	4	2a	SFA	45	17	37.8%	41	12	29.3%	
<i>SFA Total in the 2a Cohort</i>				97	36	37.1%	91	25	27.5%	-9.6%
1	4	2a	CES	29	16	55.2%	29	23	79.3%	
9	1	2a	CES	100	70	70.0%	107	73	68.2%	
10	2	2a	CES	63	18	28.6%	85	18	21.2%	
18	2	2a	CES	72	34	47.2%	72	48	66.7%	
20	2	2a	CES	65	37	56.9%	49	44	89.8%	
24	2	2a	CES	63	21	33.3%	48	24	50.0%	
MLK	2	2a	CES	85	46	54.1%	88	55	62.5%	
<i>CES Total in the 2a Cohort</i>				477	242	50.7%	478	285	59.6%	+8.9%
8	2	2a	COMER	51	22	43.1%	48	22	45.8%	
19	4	2a	COMER	31	4	12.9%	56	28	50.0%	
<i>Comer Total in the 2a Cohort</i>				82	26	31.7%	104	50	48.1%	+16.4%
5	2	3rd	CES	50	28	56.0%	70	30	42.9%	
11	1	3rd	CES	23	5	21.7%	20	6	30.0%	
14	4	3rd	CES	43	14	32.6%	47	6	12.8%	
16	4	3rd	CES	43	10	23.2%	34	31	91.2%	
25	2	3rd	CES	76	34	44.7%	64	46	71.9%	
<i>CES Total in the 3rd Cohort</i>				235	91	38.7%	235	119	50.6%	+11.9%
<i>District Total</i>				1614	636	39.4%	1536	741	48.2%	+8.8%

Chart III-F

A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/Model  
Science-ESPA

School	Cluster	Cohort	Model	Science 2000			Science 2001			Plus / Minus
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	
26	1	2a	SFA	52	33	63.4%	50	38	76.0%	
EWK	4	2a	SFA	45	30	66.7%	41	22	53.7%	
<b>SFA Total in the 2a Cohort</b>				97	63	64.9%	91	60	65.9%	+1.0%
1	4	2a	CES	30	25	83.3%	29	28	96.6%	
9	1	2a	CES	99	81	81.8%	107	85	79.4%	
10	2	2a	CES	62	49	79.0%	86	49	57.0%	
18	2	2a	CES	72	59	81.9%	72	66	91.7%	
20	2	2a	CES	65	48	73.8%	49	45	91.8%	
24	2	2a	CES	63	33	52.3%	48	35	72.9%	
MLK	2	2a	CES	85	62	72.9%	88	68	77.3%	
<b>CES Total in the 2a Cohort</b>				476	357	75.0%	479	376	78.5%	+3.5%
8	2	2a	COMER	51	32	62.8%	48	31	64.6%	
19	4	2a	COMER	31	24	77.4%	56	50	89.3%	
<b>Comer Total in the 2a Cohort</b>				82	56	68.3%	104	81	77.9%	+9.6%
5	2	3rd	CES	51	42	82.3%	70	47	67.1%	
11	1	3rd	CES	24	9	37.5%	21	11	52.4%	
14	4	3rd	CES	43	26	60.4%	47	26	55.3%	
16	4	3rd	CES	43	23	53.5%	32	30	93.8%	
25	2	3rd	CES	76	44	57.9%	63	52	82.5%	
<b>CES Total in the 3rd Cohort</b>				237	144	60.8%	233	166	71.2%	+10.5%
<b>District Total</b>				1617	1044	64.6%	1538	1128	73.3%	+8.7%

## Comparison Of Achievement By Whole School Reform Model

The district additionally reviewed **GEPA achievement** results for the 6 Whole School Reform models adopted by cohorts 1 and 2. The following schools in cohorts 1 and 2 house eighth grade classes

- Success For All (4 schools) -
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 school)
- Community For Learning (1 school)
- Coalition of Essential Schools (1 school)
- Comer School Development Program (1 school)

The charts that follow display the performance of these schools in language arts, mathematics, and science. Developers will be given opportunities to review site-based and aggregate data. Additionally, data will be disaggregated by gender and by ethnic group by school and model. Schools that did not meet their federal Title I benchmarks have been identified as schools in need of improvement. Additional technical assistance will be provided by central office to these schools to ensure intervention strategies are implemented.

### **Chart III G A Two Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2001) Language Arts – GEPA (page 197)**

In language arts, aggregate gains from 2000 to 2001 were demonstrated by Community For Learning (+28.4%), Coalition of Essential Schools (+20.8)% and Accelerated Schools (+8.5%). while the district's general education population experienced a slight decrease of 1.1 percentage points.

### **Chart III H Chart III G A Two Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2001) Mathematics – GEPA (page 198)**

In mathematics, aggregate gains from 2000 to 2001 were demonstrated by Community For Learning (+16.6%), Accelerated Schools (+12.8%), Coalition of Essential Schools (+10.4%), Comer (+5.8%) and Modern Red Schoolhouse (+4.2%). The aggregate gains of these schools exceeded the districtwide gain of 0.7 percentage points.

### **Chart III I Chart III G A Two Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2001) Science – GEPA (page 199)**

In science, aggregate gains from 2000 to 2001 were demonstrated by Accelerated Schools (+44.7 %), Community For Learning (+17.1%), Coalition of Essential Schools (+13.7%), Success For All (+7.4%) and Modern Red Schoolhouse (+5.3%). The aggregate gain of the Accelerated Schools Cohort I (44.7), Community For Learning (17.1), and Coalition of Essential Schools (13.7) exceeded the districtwide gain of 12 percentage points.

### CHART III G

#### A Two Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2001)

##### Language Arts - GEPA

School	Cluster	Cohort	Model	LAL 2000			LAL 2001			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
2	2	1st	SFA	32	19	59.4%	48	27	56.3%	-10.2%
6	1	1st	SFA	42	23	54.8%	53	17	32.1%	
12	2	1st	SFA	69	42	60.9%	72	33	45.8%	
21	1	1st	SFA	64	39	60.9%	87	51	58.6%	
<b><i>SFA Total for the 1st Cohort</i></b>				<b>207</b>	<b>123</b>	<b>59.4%</b>	<b>260</b>	<b>128</b>	<b>49.2%</b>	<b>-10.2%</b>
13	2	1st	MRS	69	40	57.9%	61	26	42.6%	-6.6%
15	2	1st	MRS	105	56	53.4%	114	59	51.8%	
<b><i>MRS Total for the 1st Cohort</i></b>				<b>174</b>	<b>96</b>	<b>55.2%</b>	<b>175</b>	<b>85</b>	<b>48.6%</b>	<b>-6.6%</b>
27	1	1st	AS	66	47	71.2%	74	59	79.7%	+8.5%
<b><i>AS Total for the 1st Cohort</i></b>				<b>66</b>	<b>47</b>	<b>71.2%</b>	<b>74</b>	<b>59</b>	<b>79.7%</b>	<b>+8.5%</b>
NSW	1	1st	COMER	25	23	92.0%	18	16	88.9%	-3.1%
<b><i>Comer Total for the 1st Cohort</i></b>				<b>25</b>	<b>23</b>	<b>92.0%</b>	<b>18</b>	<b>16</b>	<b>88.9%</b>	<b>-3.1%</b>
3	1	2nd	CFL	26	17	65.4%	32	30	93.8%	+28.4%
<b><i>CFL Total for the 2nd Cohort</i></b>				<b>26</b>	<b>17</b>	<b>65.4%</b>	<b>32</b>	<b>30</b>	<b>93.8%</b>	<b>+28.4%</b>
7	1	2nd	CES	31	20	64.5%	34	29	85.3%	+20.8%
<b><i>CES Total for the 2nd Cohort</i></b>				<b>31</b>	<b>20</b>	<b>64.5%</b>	<b>34</b>	<b>29</b>	<b>85.3%</b>	<b>+20.8%</b>
<b><i>*District Total</i></b>				<b>1346</b>	<b>865</b>	<b>64.2%</b>	<b>1389</b>	<b>876</b>	<b>63.1%</b>	<b>-1.1%</b>

\*Total is for **ALL** schools in the district

# CHART III H

## A Two Year Comparison by Whole School Reform 1st & 2nd Cohort

### Mathematics-GEPA

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Plus/ Minus
				#Passed	#Tested	Percent	#Passed	#Tested	Percent	
2	2	1st	SFA	15	32	46.9%	24	48	50.0%	
6	1	1st	SFA	10	42	23.8%	18	55	32.7%	
12	2	1st	SFA	36	69	52.2%	27	73	37.0%	
21	1	1st	SFA	22	64	34.4%	26	87	29.9%	
<b><i>SFA Total for the 1st Cohort</i></b>				83	207	40.1%	95	263	36.1%	-4.0%
13	2	1st	MRS	14	69	20.2%	26	61	42.6%	
15	2	1st	MRS	40	107	37.4%	35	114	30.7%	
<b><i>MRS Total for the 1st Cohort</i></b>				54	176	30.7%	61	175	34.9%	+4.2%
27	1	1st	AS	29	66	43.9%	42	74	56.8%	
<b><i>AS Total for the 1st Cohort</i></b>				29	66	43.9%	42	74	56.8%	+12.8%
NSW	1	1st	COMER	18	25	72.0%	14	18	77.8%	
<b><i>Comer Total for the 1st Cohort</i></b>				18	25	72.0%	14	18	77.8%	+5.8%
3	1	2nd	CFL	16	26	61.5%	25	32	78.1%	
<b><i>CFL Total for the 2nd Cohort</i></b>				16	26	61.5%	25	32	78.1%	+16.6%
7	1	2nd	CES	15	31	48.4%	20	34	58.8%	
<b><i>CES Total for the 2nd Cohort</i></b>				15	31	48.4%	20	34	58.8%	+10.4%
<b><i>*District Total</i></b>				620	1353	45.8%	648	1394	46.5%	+0.7%

\*Totals are for ALL schools in the district



### CHART III I

#### A Two Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2001)

##### Science-GEPA

School	Cluster	Cohort	Model	Science 2000			Science 2001			Plus/ Minus
				#Passed	#Tested	Percent	#Passed	#Tested	Percent	
2	2	1st	SFA	18	32	56.3%	25	48	52.1%	
6	1	1st	SFA	12	42	28.6%	20	54	37.0%	
12	2	1st	SFA	22	69	31.9%	26	73	35.6%	
21	1	1st	SFA	22	64	34.4%	42	87	48.3%	
SFA Total for the 1st Cohort				74	207	35.7%	113	262	43.1%	
13	2	1st	MRS	28	69	40.5%	28	61	45.9%	
15	2	1st	MRS	23	107	21.5%	32	114	28.1%	
MRS Total for the 1st Cohort				51	176	29.0%	60	175	34.3%	
27	1	1st	AS	16	66	24.2%	51	74	68.9%	
AS Total for the 1st Cohort				16	66	24.2%	51	74	68.9%	
NSW	1	1st	COMER	15	25	60.0%	10	18	55.6%	
Comer Total for the 1st Cohort				15	25	60.0%	10	18	55.6%	
3	1	2nd	CFL	11	26	42.3%	19	32	59.4%	
CFL Total for the 2nd Cohort				11	26	42.3%	19	32	59.4%	
7	1	2nd	CES	14	31	45.1%	20	34	58.8%	
CES Total for the 2nd Cohort				14	31	45.1%	20	34	58.8%	
*District Total				508	1354	37.6%	692	1396	49.6%	+12.0%

\*Totals are for ALL schools in the district

## **Comparison Of Achievement By Whole School Reform Model Cohorts 2A and 3**

The district additionally reviewed **GEPA achievement** results for the 4 Whole School Reform models adopted by cohorts 2A and 3. The following schools in cohorts 2A and 3 house eighth grade classes

- Success For All (1 school)
- Coalition of Essential Schools (8 schools)
- Comer School Development Program (2 schools)
- Co-Nect School (1 school)

The charts that follow display the performance of these schools in language arts, mathematics, and science. Developers will be given opportunities to review site-based and aggregate data. Additionally, data will be disaggregated by gender and by ethnic group by school and model. Schools that did not meet their federal Title I benchmarks have been identified as schools in need of improvement. Additional technical assistance will be provided by central office to these schools to ensure intervention strategies are implemented.

### **Chart III J A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model Language Arts Literacy-GEPA (page 198)**

Aggregate gains in language arts were demonstrated by Success For All Cohort 2A (+18%), the Comer Cohort 3 school (+3.4%) and Coalition of Essential Schools Cohort 2A (+3.1%) while the district's general education population experienced a decrease of -1.1 percentage points.

### **Chart III K A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model Mathematics-GEPA (page 199)**

Aggregate gains in mathematics were demonstrated by Co-Nect (+12.6%). Comer Cohort 2A(+10.8%), Success For All Cohort 2A(+6.5), Comer Cohort 3 (+8.2%). The aggregate scores of these models exceeded the districtwide general education gain of 0.7 percentage points.

### **Chart II L A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model Science-GEPA (page 200)**

Aggregate gains in science were demonstrated by Comer Cohort 2A(+29.1%), Success For All Cohort 2A(+28.6), Comer Cohort 3 (+18.9%). Coalition of Essential Schools Cohort 3 (4.8%), Coalition of Essential Schools Cohort 2A (+10.1%), and Co-Nect (+9.1). Although all models evidenced gains, the aggregate scores of Comer Cohort 2A, Success For All Cohort 2A, and Comer Cohort 3 exceeded the districtwide general education gain of 12 percentage points.

### CHART III J

#### A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model

#### Language Arts Literacy-GEPA

School	Cluster	Cohort	Model	Language Arts Literacy 00			Language Arts Literacy 01			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	86	71	82.5%	87	71	81.6%	
10	2	2a	CES	66	30	45.4%	72	42	58.3%	
20	2	2a	CES	58	37	63.8%	46	19	41.3%	
18	2	2a	CES	86	63	73.3%	76	60	78.9%	
24	2	2a	CES	74	42	56.8%	75	52	69.3%	
MLK	2	2a	CES	82	54	65.9%	73	51	69.9%	
CES Total in the 2a Cohort				452	297	65.7%	429	295	68.8%	+3.1%
26	1	2a	SFA	59	27	45.8%	47	30	63.8%	+18.0%
SFA Total in the 2a Cohort				59	27	45.8%	47	30	63.8%	
8	2	2a	COMER	55	36	65.4%	51	32	62.7%	-2.7%
Comer Total in the 2a Cohort				55	36	65.4%	51	32	62.7%	
4	2	2a	Co-Nect	63	46	73.0%	55	25	45.5%	-27.6%
Co-Nect Total in the 2a Cohort				63	46	73.0%	55	25	45.5%	
5	2	3rd	CES	103	73	70.9%	119	81	68.1%	-4.0%
11	1	3rd	CES	31	23	74.2%	45	30	66.7%	
CES in the Total 3rd Cohort				134	96	71.6%	164	111	67.7%	
25	2	3rd	COMER	54	37	68.6%	50	36	72.0%	+3.4%
COMER in the Total 3rd Cohort				54	37	68.6%	50	36	72.0%	
District Total				1346	865	64.2%	1389	876	63.1%	-1.1%

\* Total for ALL schools in the district

**CHART III K**  
**A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model (2000-2001)**  
**Mathematics-GEPA**

School	Cluster	Cohort	Model	Mathematics 00			Mathematics 01			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	89	62	69.7%	87	61	70.1%	
10	2	2a	CES	66	28	42.4%	73	23	31.5%	
20	2	2a	CES	58	22	37.9%	47	12	25.5%	
18	2	2a	CES	86	50	58.2%	76	53	69.7%	
24	2	2a	CES	76	32	42.1%	74	32	43.2%	
MLK	2	2a	CES	82	46	56.1%	73	35	47.9%	
<b>CES Total in the 2a Cohort</b>				457	240	52.5%	430	216	50.2%	-2.3%
26	1	2a	SFA	59	25	42.4%	47	23	48.9%	+6.5%
<b>SFA Total in the 2a Cohort</b>				59	25	42.4%	47	23	48.9%	
8	2	2a	COMER	55	20	36.3%	51	24	47.1%	+10.8%
<b>Comer Total in the 2a Cohort</b>				55	20	36.3%	51	24	47.1%	
4	2	2a	Co-Nect	63	15	23.8%	55	20	36.4%	+12.6%
<b>Co-Nect Total in the 2a Cohort</b>				63	15	23.8%	55	20	36.4%	
5	2	3rd	CES	103	57	55.4%	120	51	42.5%	-8.6%
11	1	3rd	CES	31	20	64.5%	45	27	60.0%	
<b>CES Total in the 3rd Cohort</b>				134	77	55.9%	165	78	47.3%	
25	2	3rd	COMER	54	28	51.8%	50	30	60.0%	+8.2%
<b>Comer Total in the 3rd Cohort</b>				54	28	51.8%	50	30	60.0%	
<b>District Total</b>				1353	620	45.8%	1394	648	46.5%	+0.7%

\*Total is for ALL schools in the district

**CHART III L**  
**A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model (2000-2001)**  
**Science-GEPA**

School	Cluster	Cohort	Model	Science 00			Science 01			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	89	70	78.6%	87	70	80.5%	
10	2	2a	CES	66	13	19.7%	73	27	37.0%	
20	2	2a	CES	58	20	34.5%	47	20	42.6%	
18	2	2a	CES	87	35	40.2%	76	41	53.9%	
24	2	2a	CES	77	23	29.9%	75	36	48.0%	
MLK	2	2a	CES	82	29	35.3%	73	28	38.4%	
<b><i>CES Total in the 2a Cohort</i></b>				459	190	41.4%	431	222	51.5%	+10.1%
26	1	2a	SFA	59	17	28.8%	47	27	57.4%	
<b><i>SFA Total in the 2a Cohort</i></b>				59	17	28.8%	47	27	57.4%	
8	2	2a	COMER	54	15	27.8%	51	29	56.9%	
<b><i>Comer Total in the 2a Cohort</i></b>				54	15	27.8%	51	29	56.9%	
4	2	2a	Co-Nect	63	16	25.4%	55	19	34.5%	
<b><i>Co-Nect Total in the 2a Cohort</i></b>				63	16	25.4%	55	19	34.5%	
5	2	3rd	CES	103	53	51.4%	122	65	53.3%	
11	1	3rd	CES	31	16	51.6%	45	29	64.4%	
<b><i>CES Total in the 3rd Cohort</i></b>				134	69	51.5%	167	94	56.3%	
25	2	3rd	COMER	54	20	37.1%	50	28	56.0%	
<b><i>Comer Total in the 3rd Cohort</i></b>				54	20	37.1%	50	28	56.0%	
<b><i>District Total</i></b>				1354	508	37.6%	1396	692	49.6%	+12.0%

\*Total is for ALL schools in the district

## **Districtwide Whole School Reform Implementation Barriers and Issues**

The implementation of Whole School reform in the Paterson School District has been a challenging, yet exciting experience. Our successes have truly outweighed the barriers, however, some of the barriers need to be mentioned.

### **Developer**

- Contract costs of some models (Modern Red Schoolhouse and Success for All) have dramatically increased since the onset of cohort I implementation. This directly affects the school-based budgets for the district.

### **State Department**

- Timelines for submission of State mandated documents should be reviewed. Since one of the principles of Whole School Reform is site-based decision making, personnel directly involved in the delivery of instruction are pulled from their jobs to meet deadlines in the implementation, budget, and/or grant writing process.

### **State Training Sessions**

Although current state training (2000-2001) was very informative, the following additional considerations would be helpful:

- Mandated training for all central office personnel
- Goal oriented agendas that focus on testing and curriculum alignment
- Involvement of Developers' staff in hands-on training (implementation plans, budget, etc.) with school and central office staff.

## **SECTION**

# **PARENT AND COMMUNITY INVOLVEMENT**

## **Section 2A: PARENT/COMMUNITY INVOLVEMENT**

**Strategy 1:** Strengthen different types and levels of parent involvement and participation in the schools. *(pages 76-77 A-D)*

**A.** Central Office Whole School Reform Team provided technical assistance to schools to involve parents in the decision making process regarding school policies and procedures affecting their children

- Supported school-level workshops on child development, behavior, testing, governance, family nights, and conferences to help parents understand and support their children's learning and achievement
- Encouraged parents to become members of School Management Teams

**B.** Central Office Whole School Reform Team provided professional development for teachers and staff to enhance their effectiveness with parents. The Department of Whole School Reform sponsored a variety of training sessions for parents, teachers, and staff members. These sessions were held both during the day and the evening hours to accommodate the needs of the community. Training was given in the following areas: Needs Assessment, School Management Team Roles and Responsibilities, School Management Team Guidelines and Voting Procedures, Personnel Training for Hiring of New Employees, and Teamwork/Consensus Building. Many of the schools are offered Parent Education classes in English as a Second Language and in the use of computers.

Results of these trainings have resulted in an increase of parental involvement not only on the school level but on District steering committees as well. Parent volunteers have increased in many schools. They have taken an active role in the education of their children and have become integral shareholders in the educational community.



## **Section 2A: PARENT/COMMUNITY INVOLVEMENT**

**Strategy 1:** Strengthen different types and levels of parent involvement and participation in the schools. *(pages 76-77 A-D)*

**C.** The services of the Marilyn Morheuser Parent Center were continued. The center empowered parents to become partners with the district, strengthen home-school relations, continued to ensure the success of each and every child. The following activities were accomplished:

- Continued to provide Home School Liaisons with training in effective ways to coordinate activities, disseminate information to parents and community organizations, analyze attendance at school activities and communicate with absentee parents.
- Offered classes in basic skills and computer literacy
- Continued the Mom and Pop Mobile to provide opportunities for parents to seek advice for and to discuss the academic growth and development of their children.
- Provided parent leadership training
- Provided innovative consultants/speakers and/or district personnel at parent community forums to discuss issues, re: student achievement, instructional strategies, assessment standards and practices, Core curriculum Content Standards, the learning environment, and issues related to parent/community relations.

**D.** The services of a district-wide school community program coordinator were continued to promote parent and community participation in district schools:

- Assisted in the dissemination of Title I and other federal legislation and regulations
- Provided technical assistance to parents in developing the skills needed to function effectively in a working relationship between home-school and community all year.
- Served as parent resource person to all professional personnel
- Coordinated district-wide parental activities all year.
- Coordinated a schedule of activities and prepared a calendar for distribution on a monthly basis in advance of activities.

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 1:** Strengthen different types and levels of parent involvement and participation in the schools. (*pages 76-77 A-D*)

	Successful	Unsuccessful	Not Implemented
A			
B			
C			
D			

### Explanation of Success/Nonsuccess:

**A/B/** The Whole School Reform team has successfully conducted parent workshops on all aspects of Abbott/Burke 24A. It has also been instrumental in the year-end culminating activities of celebration for student/parent achievement.

**C/D** The Marilyn Moreheuser Center 's staff, district personnel, consultants, and other advisors provided monthly workshops and parent forums on various educational topics. Brochures are also available at the center which give parents and the community information on ongoing activities.

Activities also included Parent Leadership Training, Book Giveaways, Parent Awareness Day and Parent Awards Program. Over two hundred parents attended the New Jersey Association of Parent Coordinators, Inc. in-service training conference. In addition, 20 parents attended the National Coalition of Title One/Chapter One Conference.

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 2:** Strengthen and define the role of the state-operated school board in district policy making. (pages 78-79 A-D)

**A.** The Paterson Public Schools participated in community forums sponsored by the Paterson Education Fund, such as Lift Every Voice \*Levada Cada Voz and the (Public Education Network (PEN) Comprehensive School Health Initiative. The District also held a Strategic Planning Meeting at the Hamilton Club on June 27, 2000. Topics included assessment, staff development, high school programs and the District's Education Plan. Over 100 parents, educators and community members attended a Strategic Planning Meeting at the Hamilton Club on June 27, 2000. Topics included assessment, staff development, high school programs and the District's Education Plan. Surveys completed by participants will be analyzed

**B.** The Paterson Public Schools collaborated with the Paterson Education Fund to educate and involve the community in school related issues.

- The Paterson Education Fund provided a series of activities and publications to insure that the public was informed about school board elections.
- The Paterson School District participated in "Governing and Leading for High Standards", a focus group sponsored by the Paterson Education Fund. Members included the Paterson Board of Education, Paterson City Council, and the School Based Management Teams of the Paterson Public Schools to create a community engagement plan around the implementation of the Core Curriculum Content Standards.

**C.** Central Office Whole School Reform Team provided training opportunities to School Board members to enhance their knowledge of WSR and the implementation process.

**D.** Board of Education members were provided with opportunities for team building and development of leadership and policy making skills through attendance at county, state, and national workshops and conferences.

Successful	Unsuccessful	Not Implemented
<b>A</b>		
<b>B</b>		
<b>C</b>		
<b>D</b>		

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 2:** Strengthen and define the role of the state-operated school board in district policy making. (pages 78-79 A-D)

### **Explanation of Success/Nonsuccess:**

**A.** The Lift Every Voice\*Levante Cada Voz Steering Committee reported on three community conversations about education, race, and student achievement. A wide variety of Paterson stakeholders (parents, educators, business and community members) participated in these conversations. The PEN Program was led by a diverse steering committee. Six schools participated in the parent and teacher surveys (one in each Ward.) 540 teachers, 21 school nurses, and 200 parents submitted completed surveys. The Paterson Education Fund developed community action steps which were presented to the school board.

**B.** Paterson Education Fund sponsored community briefings and videotaped Candidate Forum. Publications about the elections were distributed to the community. The Paterson Education Fund also sponsored a discussion on The Key Work of School Boards: Leadership for Higher Levels of Student Achievement.

**C.** The Whole School Reform office provided all Board of Education members with the opportunity to attend all of the training sessions that were afforded to our parents and our staff members. Many have attended our workshops on SMT Regulations, Teamwork & Consensus, Needs Assessment, and Personnel Training. Board members also served on District Steering Committees related to Whole School Reform.

Communication between the Board of Education and WSR office is ongoing. All members were kept apprised of the implementation planning and the budget process and each member was given a copy of said documents. Board of Education members have become actively involved in the Whole School Reform process. It is our intention to continue the partnership that has been established to better promote education for the children of Paterson.

**D.** Board of Education members attended conferences sponsored by Council of Urban Boards of Education, New Jersey State School Board Association, National Coalition of Title I/Chapter I Parents, National School Boards Association.

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 3:** Involve community based organizations to support the delivery of thorough and efficient education. *(pages 80-81 A-G)*

- A. School staff/students/parents and central office administrators supported the Paterson Education Fund in their activities.
- Lift Every Voice/Levante Cada Voz, funded by the Public Education Network, sponsored conversations concerning education, race and student achievement to build support for educating ALL students to high standards. Recommendations for action were published in “Does Student Achievement Have a Color?”
  - Ask The Right Question Project provided educational training and strategies to increase parental participation in the democratic process. Participants acquired concrete analytical and critical thinking skills that allow them to support, monitor and advocate for their children’s education.
- B. Collaboration with the Paterson Village Initiative to reduce dropout rate and to help prevent delinquency and crime was continued. (Paterson Police, probation Division of the Superior Court and the Juvenile Justice Commission). Keeping students in school is a critical component of the program which targets high-risk youth. Activities include a mentoring program, evening and weekend activities, school and community anti-violence activities and community service projects. The program included assembly programs, cognitive skills training to school probationers, Career Day events with Lucent Technologies, Parent/Teacher conferences, Anti-Violence Week and Teen Summits
- C. Linkages with organizations that can provide work based learning experiences for students were expanded. During the 2000-2001 school year, the Department of Student Support Services initiated and largely completed, the application process for occupational program approvals in several areas. This endeavor comprised establishing advisory committees that represent professional experience and assisted in guiding the vision of the programs. The District will continue to seek the assistance of these community representatives to foster and strengthen partnerships with professional organizations.
- Advisory committees were established for Health and Related Professions Academy (HARP), Paterson and NASA Together for Higher Expectations and Results Academy (PANTHER), the Dental Assistant Program, Environmental Academy for Research Technology and Health (EARTH) and Rosa Parks School of Fine and Performing Arts.
- D. Lens Crafters has two Vision Vans that are deployed to various locations throughout the country. The Vision Van was not scheduled to be in the northeast this year. However, the District continues to maintain contact with Lens Crafters since the program met with such enthusiastic success here.
- E. On May 2, 2001, the Paterson Public School District’s Physical Health and Education Department held its annual teen health fair at John F. Kennedy High School. Forty community agencies participated in the fair and provided literature, contact numbers, hotlines and available services.

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 3:** Involve community based organizations to support the delivery of thorough and efficient education. *(pages 80-81 A-G)*

Community agency services included mental health, Planned Parenthood, substance abuse prevention, Healthy Mothers Healthy Babies, medical insurance, Hope For Kids, and the Paterson Division of Health among others.

F. Partnerships with Stevens Institute (CIESE/IMATTT) were continued. Classroom teachers met to develop lessons based upon the Core curriculum Content Standards.

G. The District continued partnerships with universities (11 at present) to place education students in Paterson schools for field (practicum) experiences. The implementation of the TRUST program at Montclair State University provided field experiences for prospective science teachers.

Successful	Unsuccessful	Not Implemented
A		
B		
C		
		D
E		
F		
G		

## Section 2A: PARENT/COMMUNITY INVOLVEMENT

**Strategy 3:** Involve community based organizations to support the delivery of thorough and efficient education. *(pages 80-81 A-G)*

### **Explanation of Success/Nonsuccess:**

A. The *Lift Every Voice\*Levante Cada Voz* Steering Committee reported on three community conversations about education, race, and student achievement. A wide variety of Paterson stakeholders (parents, educators, business and community members) participated in these conversations. *Ask the Right Question Project* delivered workshops to 100 parents and shared the Ask The Right Question strategy at the Statewide Parent Advocacy Network's (SPAN) Annual Conference.

B. The Paterson Village Initiative significantly improved communication between schools, probation police and parole by creating a system of information exchange.

C. Advisory committees were established for HARP (Health and Related Professions) Academy, PANTHER (Paterson and NASA. together for Higher Expectations and Results) Academy, the Dental Assistant Program, EARTH (Environmental Academy for Research Technology and Health), and Rosa Parks School of Fine and Performing Arts. Partners and agencies represented include: Delta Dental Endowment Foundation, St. Joseph's Hospital and Medical Center, Lucent Technologies, Massachusetts Institute of Technology, UMDNJ, and various municipal departments within the city of Paterson. Two mentoring programs are being developed. St. Joseph's Hospital and Medical Center is proposing a medical careers mentoring program for intermediate grade students and the Passaic County Vicinage Committee is proposing a mentoring program to provide high school seniors interested in careers in the judiciary exposure to the courts and their functions. Finally, the District is considering a Latino Youth Leadership Program to interest youth in community leadership through public service by engaging them in a program that mirrors Leadership Paterson.

D. Not Implemented

E. Approximately 2,400 students, staff and community members attended the Health Fair. All participants received a Teen Resource Guide developed collaboratively by Healthy Mothers Healthy Babies and the Department of Physical Education and Health. The Teen Resource Guide comprises community agencies, addresses, telephone numbers, and a description of services they provide. The guides are intended to be used at home by the teens and their families.

F/G. By including local colleges and universities in field experiences in the Paterson Public Schools, we hope to encourage teachers and potential teachers to teach in Paterson.

## **SECTION IV**

# **CORRECTIVE ACTION PLANS**



## ATTAINMENT OF CORRECTIVE ACTION PLANS

#	INDICATOR	STATUS	EXPECTATION
5.1	<p><i>Pupil Attendance</i></p> <p>Each district shall average 90% or higher as calculated for the three years prior to the school year in which the district is monitored.</p>	Compliant	<p>The district attendance rate for the last three years averages 92.4%. The district ADA for the 2000-01 school year reported as 92.3% which is 2.3% points above the state standard of 90%.</p> <p>Strategies to Meet Compliance at the comprehensive high schools.</p> <ul style="list-style-type: none"> <li>The three comprehensive high schools will continue to utilize attendance officers to assist in meeting state standards.</li> </ul>
5.2	<p><i>Dropouts</i></p> <p>The district dropout rate for pupils in grades 7 through 12 shall not exceed ten percent for the year prior to the school year in which the district is monitored.</p>	Non Compliant	<p>The district dropout rate has increased slightly from the 1999-00 reported rate of 13.5%. The 2000-01 rate has increased by +.7% to 14.2%. This current rate exceeds the state standard by 4.2%.</p> <p>A detailed remediation plan for the three comprehensive high schools has been implemented. This plan includes targeting specific dropout groups, outlining support services and ensuring that the proper school level positions are filled.</p>
6.1	<p><b>Certified Teaching Staff</b></p> <p>The district shall employ teaching staff members who hold appropriate certification for each area of assignment, pursuant to N. J.A.C.6:11.</p>	Compliant	<p>Strategies to Maintain Compliance: Actual number of staff holding appropriate certification for the 2000-01 school year is 100%.</p> <ul style="list-style-type: none"> <li>Sample Personnel Files</li> <li>Evaluation of the Credentials of Certified Staff</li> <li>Review prior year Fall Report</li> <li>Continue to review Personnel Files to ensure ongoing compliance</li> </ul>
7.1	<p><b>State Aid</b></p> <p>The district shall accurately report enrollment and other data necessary for the State Aid calculations by the dates specified by the Dept. of Education.</p>	Compliant	<p>The most recent adjusted aid data shall demonstrate that aid is at least 95% accurate. Adjustments due to the district errors shall be less than five percent of the total aid. The district shall meet this performance standard for at least five of seven years including the year monitored.</p>

#	INDICATOR	STATUS	EXPECTATION
			<p>Strategies to Maintain Compliance:</p> <ul style="list-style-type: none"> <li>• Review all lunch applications for accuracy.</li> <li>• Food Service Dept. will work closely with principals to ensure accurate data collection.</li> <li>• Continue to periodically monitor schools for building level compliance.</li> <li>• Continue to review data to ensure accuracy and ongoing compliance.</li> </ul>
7.2	<p><b>Generally Accepted Accounting Principles (GAAP)</b></p> <p>The district shall implement a uniform system of double entry bookkeeping and GAAP accounting in accordance with N.J.A.C.6:20-2A</p>	Compliant	<p>Strategies to Maintain Compliance:</p> <ul style="list-style-type: none"> <li>• Continue to submit financial reports to the District board of education.</li> <li>• Continue to utilize the appropriate process with representatives of the company that provides the software program utilized by the district, in concert with the auditors to ensure that all reports, information and supporting documentation will be produced for audit.</li> </ul>
7.3	<p><b>Over expenditure of Funds:</b></p> <p>The district board of education shall implement adequate controls to prevent the over-expenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C.6:20-2A.10.</p>	Compliant	<p>Strategies to Maintain Compliance:</p> <ul style="list-style-type: none"> <li>• The business office will supply the DOE with a complete list of all professional service consultants, define duty as well as salary paid.</li> <li>• The Business Administrator will continue to work with the staff of the various divisions in the Business Services, as well as other departments in the District, to develop appropriate internal controls and procedures to ensure compliance with applicable law and code.</li> </ul>
7.4	<p><b>Annual Audit and Recommendations</b></p> <p>By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with</p>	Compliant	<p>Strategies to Maintain Compliance:</p> <ul style="list-style-type: none"> <li>• The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately</li> </ul>

#	INDICATOR	STATUS	EXPECTATION
	N.J.S.A. 18A:23-1 et seq.		<p>preceding monitoring.</p> <ul style="list-style-type: none"> <li>• Business Office will continue to file its annual audit in a timely manner with the Division of Finance.</li> <li>• District will meet or surpass the expected annual progress audit as verified by the External Auditors' Management Report</li> <li>• The Business Administrator will continue to work with all staff of the various Business Services, as well as other departments in the District to develop appropriate internal controls to ensure compliance with applicable law and code.</li> </ul>
7.5	<p><b>Transportation Contract</b></p> <p>The district shall administer school transportation contracts.</p> <p>All transportation contracts shall be submitted to the county superintendent for approval in accordance with N.J.A.C.6:12-16.1</p>	Compliant	<p>Strategies to Maintain Compliance.</p> <ul style="list-style-type: none"> <li>• Controls for the reporting of all data on the annual DRTRS will be ongoing to ensure the accuracy of all reporting of transporting students.</li> </ul>
7.6	<p><i>Health &amp; Safety</i></p> <p>Pursuant to state and federal regulations The district shall comply annually with health and safety requirements. N.J.A.C. 6:8-2.9(a)6</p>	Non Compliant	<p>The maintenance department will conduct annual on site inspections of each school building to adhere to health and safety codes.</p> <p>A facilities checklist for each school is annually completed to identify health and safety issues that need to be addressed.</p> <p>The maintenance department will conduct on site inspections to address school building's checklist and evaluate the work for outside bidding.</p> <p>Conduct annual monitoring to correct and prevent a backlog of facility problems. .</p>

#	INDICATOR	STATUS	EXPECTATION
			Provide maintenance with ongoing seminars.
7.7	<b>Comprehensive Maintenance Plan</b>  The district board of education shall develop and implement a multi-year plan (3-5) years comprehensive maintenance plan. The plan shall be both corrective and preventative, including the interior and exterior conditions of each school building and grounds. The plan shall address each of the major systems and areas of: heating/ ventilating/ air condition, mechanical, plumbing, electrical, structural, and grounds.	Non Compliant	Determine current backlog on corrective and preventive work orders and reduce backlog to less than one month.  The grounds at Eastside have been upgraded (new walkways and sod). Landscaping will be done in the spring of 2002 when weather permits.  The current work order tracking system has been upgraded to a LAN/WAN based system, which will enable each individual sites to enter a work order.  Maintenance staff will receive seminars to introduce them to maintenance repair procedures and custodial cleaning procedures.  The facilities and maintenance department has moved to a new location. This has enabled the department to provide consistent support to sited and reduce the backlog that exists.
7.8	<b>Facility Master Plan/Substandard Classrooms</b>  The district board of education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C.6:22-71.  The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms pursuant to N.J.A.C.6:22-6.1.  The temporary trailers shall be approved by the Office of School Facilities Financing.	Non Compliant	The district has completed a Facilities Master Plan along with appropriate timelines. The construction of new schools as well as additions to existing schools has demonstrated the district's intention of providing learning environments that are safe, healthy, and in the best interest of children.  Two remaining substandard classrooms will be modernized according to school code.  Two trailers will be eliminated following the completion of projects as noted in the FMP.

#	INDICATOR	STATUS	EXPECTATION
8.1 (e)	Special Education Programs and Services	Non Compliant	<p>The Department of Education monitored the Special Education Program in December 2000. The DOE is currently assisting the district in revising its Corrective Action Plans to address systemic deficiencies.</p> <p>See appendices for Paterson Public School's," Monitoring At a Glance".</p>

## 5.1 - PUPIL ATTENDANCE

*Each district shall average 90% or higher as calculated for the three years prior to the school year in which the district is monitored.*

*Each school with a three-year average below 90% shall develop performance objectives to improve pupil attendance, pursuant to N.J.A.C. 6:8-2.4.*

### EXPECTED ANNUAL PROGRESS – ATTENDANCE RATE

<b>SCHOOL</b>	<b>1998-99 ACTUAL</b>	<b>99-00 ACTUAL</b>	<b>2000-01 BENCH-MARK</b>	<b>2000-01 ACTUAL</b>	<b>(+/-) 99- 00</b>	<b>STATE STANDARD</b>	<b>+/- STATE STANDARD</b>
<i>EASTSIDE HIGH SCHOOL</i>	88.5	85.6	90	85		90	-4.3
<i>KENNEDY HIGH SCHOOL</i>	88.7	87.8	90	86.1		90	-2
<i>ROSA PARKS SCHOOL</i>	91.1	91.5	Maintain	92.5		90	+2.6
<b><i>DISTRICT</i></b>	<b>92.7</b>	<b>92.3</b>	<b>Maintain</b>	<b>92.6</b>		<b>90</b>	<b>+2.3</b>

Eastside and Kennedy High Schools had the services of five (5) fulltime attendance officers. Two (2) attendance officers were assigned to work with 9<sup>th</sup> grade students based on the size of the freshman classes, the ADA and the incidence of dropouts at the 9<sup>th</sup> grade. One fulltime attendance officer was assigned to Rosa Parks School of Fine and Performing Arts.

The attendance officers assigned to the comprehensive high schools served the alternative programs and the off-site academies as needed.

*Additionally, efforts were made to coordinate the activities of the High School Dropout Prevention Specialists for Eastside High School, John F. Kennedy High School, and Rosa Parks High School to address improvement of attendance During the 2000-2001 school year, Dropout Prevention Specialists were not yet in place except at Rosa Parks High School.*

**PATERSON PUBLIC SCHOOLS ATTENDANCE RATE %**

SCHOOL	AVERAGE RATE AT YEAR END (6/30)				3-YEAR AVERAGE RATE	2000-01 3-YEAR AVERAGE BENCHMARK
	1997-98	1998-99	1999-00	2000-01	FOR: 1997-98, 1998-99, 1999-00	
School 1	91.9	93.7	93.7	93.5	93.2	90%
School 2	93.1	92.8	93	93.6	93.1	90%
School 3	94.8	95.6	95.5	95.5	95.4	90%
School 4	90.2	91.6	92.1	92	91.5	90%
School 5	93.9	93.2	93.4	91.8	93.1	90%
School 6	96.6	97.2	91.8	93.4	94.8	90%
School 7	93.1	93.5	94.7	92.7	93.5	90%
School 8	94.9	94.6	94.1	94	94.4	90%
School 9	94.8	94.2	94.6	94.9	94.6	90%
School 10	92.7	94.2	94.6	94	93.9	90%
School 11	92.4	92.8	93.4	92.8	92.9	90%
School 12	94.6	94.3	93.1	94.8	94.2	90%
School 13	93	92.7	93.2	93.1	93.0	90%
School 14	90.4	93.8	94.2	95.2	93.4	90%
School 15	92.8	93.8	93.5	93.7	93.5	90%
School 16	94.9	94.7	94.8	95.3	94.9	90%
School 17	92.5	93.4	91.1	94.1	92.8	90%
School 18	93	93.3	93.7	94.2	93.6	90%
School 19	94.3	92.9	93.5	94	93.7	90%
School 20	93.5	93.6	93.8	93.8	93.7	90%
School 21	93.7	93.1	93.9	93.5	93.6	90%
School 24	94.4	94.1	94.4	94.3	94.3	90%
School 25	93.9	91.8	92.1	93.8	92.9	90%
School 26	94.3	94.3	93.9	94	94.1	90%
School 27	92.8	93.9	94.5	93.5	93.7	90%
School 28	91.7	91.6	92.2	92.1	91.9	90%
School 29	91.7	91.6	92.2	93.4	92.2	90%
M.L.K.	94.5	93.2	92.7	93.2	93.4	90%
E.W.K.	91.1	91.8	91.9	91.9	91.7	90%
R.C.	94.7	95.7	96.7	96.4	95.9	90%
N.S.W.	93.9	93.5	94.2	94.2	94.0	90%
DALE	91.7	90.4	91.2	91.2	91.1	90%
J.F.K	88.2	88.7	87.8	86.1	87.7	90%
E.H.S.	88.3	88.5	85.6	85	86.9	90%
R.P.H.S.	92.3	91.1	91.5	92.5	91.9	90%

Attendance rate data has been disaggregated to analyze for patterns within specific groups of students, attendance areas and re-entry specifically, the academies located either off site or within each comprehensive high school..

With the exception of alternative programs, the academies, both within the comprehensive high schools and off-site, continue to have attendance rates that meet the state standard.

All but one of the JFK academies are at or above state standard in the rate of attendance. STEM, which had an 88% ADA, comprises some of the highest achieving students in the school. Therefore, while the attendance rate is slightly under the state standard, the students' absence apparently does not negatively impact their achievement.

At EHS, EARTH and PSA, have met the state standard. EARTH is a new program and PSA is a very structured junior ROTC program. While the EHS academies show slightly better ADA than the school rate, only two of the six meet the state standard

<b>Academy</b>	<b>Location/ Program</b>	<b>ADA</b>		<b>Academy</b>	<b>Location/ Program</b>	<b>ADA</b>
<b>BTA</b>	<b>EHS</b>	<b>89.2</b>		<b>GREAT FALLS</b>	<b>ALTERNATIVE</b>	<b>85</b>
<b>CISCO</b>	<b>EHS-PIA</b>	<b>88.9</b>		<b>SILK CITY 2000</b>	<b>ALTERNATIVE</b>	<b>89.1</b>
<b>EARTH</b>	<b>EHS</b>	<b>90.7</b>				
<b>PSA</b>	<b>EHS</b>	<b>90.6</b>		<b>HARP</b>	<b>OFF-SITE</b>	<b>92.2</b>
<b>ROOM</b>	<b>EHS</b>	<b>86.7</b>				
<b>UPAT</b>	<b>EHS</b>	<b>87.6</b>		<b>MPACT</b>	<b>OFF-SITE</b>	<b>88</b>
				<b>MSUPTA</b>	<b>OFF-SITE</b>	<b>94.4</b>
<b>AFTER</b>	<b>JFK</b>	<b>91.4</b>		<b>GARRETT MORGAN</b>	<b>OFF-SITE</b>	<b>95</b>
<b>BTM</b>	<b>JFK</b>	<b>90.7</b>				
<b>COMMUNICATION</b>	<b>JFK</b>	<b>91.4</b>		<b>STARS</b>	<b>SPED OFF-SITE</b>	<b>93.9</b>
<b>GLASC</b>	<b>JFK</b>	<b>91.9</b>				
<b>STEM</b>	<b>JFK</b>	<b>88</b>				
<b>WEST SIDE CAFÉ</b>	<b>JFK-PIA-SPED</b>	<b>91.8</b>				



The district has continued to expand and enhance career academy and alternative program offerings. Academies initiated last year accepted additional students for this year. The district opened five (5) new academies during the year: AFTER (Academy for Technology, Exploration and Research) at Kennedy High School; EARTH (Environmental Academy for Research, Technology and Health) at Eastside High School; PANTHER (Paterson and NASA Together for Higher Expectations and Results) at Passaic County Community College; MSUPTA (Montclair State University Precollegiate Teaching Academy) and Garrett Morgan Transportation Academy in off-site locations.

Planning for the International High School, Sports Business Academy, Public Safety Academy, Construction Academy, BRAVO (Bringing Real Arts Vision and Opportunity) and Eastside Café continued throughout the year with projected implementation in September 2001. Project CLASS, funded through a grant from the USDOE, has accomplished consistency among the academies. Recruitment efforts – Academies in Action Weeks – were enhanced and expanded this year. The freshman class for International High School, which will open in September 2001, has been identified. Finally, Project CLASS will continue to develop new academies over the three-year course of the grant.

The district completed its planning year for the Paterson Alternative Middle School Program, which will open in September 2001. The program is designed to serve disruptive, disaffected and overage students aged 13 to 16, with the goal of transitioning them back into the regular program. That goal for many of the overage students will mean a transition to a high school program. Their year at the Alternative Middle School Program will help them identify career goals as well as a high school program in which they can succeed.

The district submitted a grant application to the USDOE for funding to support a Dropout Prevention Demonstration Program. The district's proposal comprises a Transition Center for students picked up by the Truancy Pick-Up Program and a Twilight Academy for Kennedy High School. Funding will be announced in September 2001.

## 5.2 - DROPOUT RATE

*The district dropout rate for pupils in grades 7 through 12 shall not exceed ten percent for the year prior to the school year in which the district is monitored.*

### EXPECTED ANNUAL PROGRESS – DROPOUT RATE

	1998-99 ACTUAL	1999-00 ACTUAL	2000-01 BENCHMARK	2000-01 ACTUAL	(+/-) BENCHMA RK	STATE STANDARD	+/- STATE STANDARD
<i>Annual District Rate</i>	15.2*	13.5*	12	14.2	+2.2	10.0	+4.2
<i>Eastside High School</i>	16.9	10	10	14.2	+4.2	10.0	+4.2
<i>Kennedy High School</i>	15.9	18.9	12	15.8	+3.8	10.0	+5.8
<i>Rosa Parks School</i>	0	0.7	Maintain	1.1	Maintain	10.0	Maintain

*\*Grades 9-12 only.*

John F. Kennedy High School				Eastside High School				Rosa Parks School			
	Dropouts	Enrollment as of 6 6/21/01	Percentage Rate		Dropouts	Enrollment as of 6/21/01	Percentage Rate		Dropouts	Enrollment as of 6/21/01	Percentage Rate
<i>Grade 9</i>	116	379	30.6%	<i>Grade 9</i>	95	441	21.5%	<i>Grade 9</i>	0	3	0
<i>Grade 10</i>	115	705	16.3%	<i>Grade 10</i>	126	750	16.8%	<i>Grade 10</i>	1	55	1.8%
<i>Grade 11</i>	27	332	8.1%	<i>Grade 11</i>	40	379	10.5%	<i>Grade 11</i>	1	64	1.5%
<i>Grade 12</i>	29	396	7.3%	<i>Grade 12</i>	22	405	5.4%	<i>Grade 12</i>	0	60	0
<i>E.M.R.</i>				<i>Sp Ed</i>	1	23	4.3%				
<i>E.D.</i>											
<b>Total</b>	<b>278</b>	<b>1812</b>	<b>15.8%</b>	<b>Total</b>	<b>284</b>	<b>1998</b>	<b>14.2</b>	<b>Total</b>	<b>2</b>	<b>182</b>	<b>1%</b>

**Strategy 1: *Provide services specifically targeting the needs of the at-risk groups identified to assist students in staying in school***

The district has developed specific services to target the needs of at-risk groups. Analysis of disaggregated data reveals that the district must focus attention on 9<sup>th</sup> and 10<sup>th</sup> graders, who suffer the highest dropout rate. Specifically, Hispanic males had the highest dropout rate, followed by Hispanic females.

The district has disaggregated the dropout rate to analyze for patterns among at-risk students.

Eastside and Kennedy High Schools had the services of five (5) fulltime attendance officers. Two (2) attendance officers were assigned to work with 9<sup>th</sup> grade students based on the size of the freshman classes and the incidence of dropouts at the 9<sup>th</sup> grade. One fulltime attendance officer was assigned to Rosa Parks School of Fine and Performing Arts. Alternative programs and off-site academies received services from the comprehensive high school attendance staff as needed.

The Truancy Pick-Up Program continued to function, picking up truant students and returning them to their schools. The staff includes the van driver, a Paterson Police Officer, and both a male and a female attendance officer. During the course of the year, 399 students were retrieved from the streets and returned to school. In addition, 795 court cases were filed against parents of truant students.

The Student Attendance Office continues to work cooperatively with the Family Crisis Unit, Probation Department, Paterson Police Department, DYFS and the Paterson Municipal Court in an effort to improve student attendance in Paterson. Special cases are referred to the Family Crisis unit when all other means have been exhausted.

The district has developed Dropout Prevention strategies and approaches that, for the most part, were not implemented at the school level. The Dropout Prevention Specialists were not in place during this academic year, except at Rosa Parks School.

**Strategy 2: *Monitor district procedures to identify, track and quantify district dropouts***

The district has received technical assistance from the Department of Education to clarify the proper procedures for identifying, tracking and quantifying district dropouts. The District High School Coordinator, the Coordinating Director and the Director of Students Support Services have been working with the DOE and the district's MIS Office to establish clarity and consistency in the dropout identification process. The district has revised its procedures and set the parameters for programming the new database system to generate reports.

**Strategy 4: Assign four (4) full-time attendance officers (one for each grade level) to the comprehensive high schools (JFK & EHS) and high school extension programs (Great Falls, Washington street-HARP/MPACT, Silk City, Rosa Parks High School)**

Eastside and Kennedy High Schools had the services of five (5) fulltime attendance officers. Two (2) attendance officers were assigned to work with 9<sup>th</sup> grade students based on the size of the freshman classes and the incidence of dropouts at the 9<sup>th</sup> grade. Several Spanish-speaking attendance officers have been hired for each of the comprehensive high schools.

One fulltime attendance officer was assigned to Rosa Parks School of Fine and Performing Arts. Alternative programs and off-site academies received services from the comprehensive high school attendance staff as needed.

The Truancy Pick-Up Program continued to function, picking up truant students and returning them to their schools. The staff includes the van driver, a Paterson Police Officer, and both a male and a female attendance officer. During the course of the year, 399 students were retrieved from the streets and returned to school. In addition, 795 court cases were filed against parents of truant students.

**Strategy 5: Increase the number of attendance officers for grammar schools, according to whole school reform models**

The number of attendance officers assigned to the grammar schools was increased by 58% from fifteen (15) in 1999-2000 to twenty-six (26) in 2000-2001.

The number of attendance officers assigned to the grammar schools totaled twenty-six (26) for the 2000-2001 academic year. There were fifteen (15) assigned in 1999-2000. Of the 26 attendance officers assigned to the grammar schools, all but four (4) were assigned fulltime to a single building. In the past, the grammar school attendance officers were all serving more than one building.

In the 2001-2002 academic year, all grammar schools will have a fulltime attendance officer.

**Strategy 6: *Continue to expand the career academy and alternative program offerings to increase student engagement and reduce alienation***

The career academy initiative in Paterson has continued, strengthened by the district's grant award from the USDOE under the Career Learning Academies and Smaller Schools (Paterson's Project CLASS). The district completed its planning year for the Alternative Middle School Program, which opened in September 2001.

The district opened the EARTH Academy at Eastside High School and PANTHER program at the Passaic County Community College under the career academy initiative. Planning for the International High School, Sports Business Academy, Public Safety Academy, Construction Academy and Eastside Café continued throughout the year. International High School and Eastside Café began classes in September 2001.

Project CLASS has accomplished consistency among the academies. Recruitment efforts – Academies in Action Weeks – were enhanced and expanded this year. Finally, Project CLASS will continue to develop new academies over the three-year course of the grant.

The district completed its planning year for the Paterson Alternative Middle School Program, which opened in September 2001. The program is designed to serve disruptive, disaffected and overage students aged 13 to 16, with the goal of transitioning them back into the regular program. That goal for many of the overage students will mean a transition to a high school program. Their year at the Alternative Middle School Program will help them identify career goals as well as a high school program in which they can succeed.

***Strategy 7: Coordinate the activities of High School Dropout Prevention Specialists for Eastside High School, John F. Kennedy High School and Rosa Parks High School***

Dropout Prevention Specialists were not in place during this academic year, except at Rosa Parks School. The district had to remove the Dropout Prevention Specialists who had been appointed, repost the positions, and have the SMTs re-interview candidates. Rosa Parks School and Kennedy High School identified the same candidates that had been originally appointed to the positions. Rosa Parks School had the services of the Dropout Prevention Specialist during the latter part of the year. The Dropout Prevention Specialist for Kennedy High School will begin her assignment in September because she had been re-assigned to a teaching position and could not be removed. Eastside High School did not successfully identify a Dropout Prevention Specialist before the end of the school year. The district anticipates that the SMT will make a decision prior to September 2001.

## INDICATOR 7.4 – ANNUAL AUDIT AND RECOMMENDATIONS

*By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.*

*The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding monitoring.*

\* The district's annual audit and development of the CAFR for the 2000-01 fiscal year is in progress and will be available prior to the November 5, 2001 deadline.

**Strategy 1:** *Business Office will file its annual audit in a timely manner with the Division of Finance*

The annual audit was filed in accordance with statute. The district remained compliant with this requirement of statute and again was recognized by the Association of School Business Officials International and the Government Finance Association for excellence in financial reporting.

The annual audit (CAFR and Management Report) for the 1999-2000 fiscal year was filed with the Department of Education, the County Superintendent of Schools and the district by November 5, 2000. The district developed a corrective action plan in response to the recommendations contained in the Management Report, which was approved by the State District Superintendent and Board of Education along with the acceptance of the reports at the district's November, 2000 meeting of the Board of Education.

**Strategy 2:** *District will meet or surpass the expected annual progress for 2000-2001, verified by the External Auditors' Management Report for FY 2000*

The district reduced the number of recommendations in excess of 26% and the number of repeat recommendations by one. Significant progress was made in this fiscal year in the reporting of the ASSA, and the district has begun an internal review of the operation of student activity accounts throughout the district. Although the benchmarks were not met completely, significant progress was achieved in all areas except that of student activity account operations.

The district

**Strategy 3:** *Controls have been developed in the remaining non-compliant areas, in accordance with the Corrective Action Plan, and will continue to be implemented in the 2000-2001 school year (page 98).*

The district achieved significant improvement in several areas previously cited.

The Business Services staff successfully reduced the number of recommendations in the finance areas through the implementation of better internal controls and procedures. Similar attention has begun in other areas included in the annual audit (ASSA reporting and student Activity Accounts).



## INDICATOR 7.6 – HEALTH AND SAFETY

*Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements  
N.J.A.C. 6:8-2.9(a)6*

**STRATEGY 1: Annually, the district will conduct onsite inspections of each school building and will be compliant with the standards listed in N.J.A.C. 6:8-2.9(a)6**

- The district is aware of its obligation to conduct annual inspections of each school building for adherence to health and safety codes and to cooperate with local, county, and state officials with health and safety inspections.
- Annually, as a requirement for the Quality Assurance Annual Report (QAAR), each school completes a Facilities Checklist, which is then submitted to the County Superintendent of Schools during the month of November.
- During the past two years, the district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders. Presently, there is a 2 month backlog of work orders.

*The Maintenance Department is hopeful that, during the summer recess, that backlog can be reduced to under thirty (30) days. Progress has been and continues to be made in order that the district reaches total compliance in Indicator. 7.6.*

## INDICATOR 7.7 – COMPREHENSIVE MAINTENANCE PLAN

*The district board of education shall develop and implement a multi-year (3 to 5 years) comprehensive maintenance. The comprehensive maintenance plan shall be both corrective and preventative, including the interior and exterior conditions of each school building and grounds. The plan shall address each of the major systems and areas of :heating/ventilating/air conditioning, mechanical, plumbing, electrical, structural, and grounds.*

### **Strategy 1: Determine the current actual backlog on corrective and preventive work orders.**

- The Process to minimize work order backlog is an on-going process. Currently, there are approximately 1500 incomplete work orders.
- During the summer of 2000, the Maintenance Department will be addressing as many of the outstanding work orders as possible. It is our primary focus during this time to reduce the work order backlog from 2 months to under thirty (30) days.
- Personnel responsible for this strategy
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

*It is anticipated that this strategy will be successful; however, that determination will be better realized by mid-August.*

**Strategy 2: Determine actual cost for replacements for bathroom partitions, unit costs, and T&M installation**

- Toilet partitions have been replaced at the following schools:
  - Eastside High School
  - School #25
  - School #26
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

**Strategy 3: Minimize any corrective work order backlog to less than one month**

- As stated in Strategy 1, the process to minimize work order backlog is an on-going process.
- During the summer recess, the Maintenance Department will be addressing as many of the outstanding work orders as possible. It is our primary focus during this time to reduce the work order backlog from 2-1/2 months to under thirty (30) days
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services
  - Sector Supervisors

**Strategy 4: Upgrade the grounds at Eastside High School: new walkways, sod, planters, etc.**

- The plan and specifications for upgrading the grounds at Eastside High School will be completed September 1, 2001.
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

**Strategy 5: We are looking to upgrade the current work order tracking system to a LAN/WAN based system which will enable each individual site to remotely enter a work order. This system will also track materials, supplies, time, etc.**

- LAN/WAN based system is presently in operation. Principals will be notified of this system September 1, 2001. It is expected that the new system will play a crucial role for the District to reach compliance for this indicator.
- Personnel responsible for this strategy
  - Jim Cummings – Director of Facilities
  - Louis Milone - Supervisor of Maintenance and Custodial
  - Ralph Barca – District Technology Planner

**Strategy 6: Conduct in-house maintenance seminars to update personnel on maintenance repair procedures and custodial cleaning procedures**

- The in-house maintenance seminars have begun. Maintenance seminars have been conducted to up-date personnel on repair and custodial cleaning procedures.
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services
  - Sector Supervisors

**Strategy 7: Modernize the maintenance department carpenter shop equipment**

- Facilities and Maintenance Departments have moved to a new location. Due to budget constraints, the task of modernizing the equipment in the present carpentry shop has been put on hold. This project may be included in the 2001-2002 budget.
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

**Strategy 8: Hire additional maintenance staff to work evening hours. This will enable us to better serve the districts needs in the area of painting, plumbing, and carpentry.**

- Due to the constraints of the negotiated contract, the maintenance staff cannot be made to work evening hours, however, if additional maintenance staff are hired through attrition, they will be hired under the stipulation that they are to work evening hours. Repairs that require after school or evening hours to complete will be taken from the overtime account.
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

**Strategy 9: Partition off the last two substandard classes then modernize to meet code. (School #26)**

- The last two substandard classrooms, located at School #26, is completed.
- Personnel responsible for this strategy:
  - Louis Milone - Supervisor of Maintenance and Custodial Services
  - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

## INDICATOR 7.8 – FACILITIES MASTER PLAN

*The district board of education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C. 6:22-7.1*

*The long-range facilities master plan shall be approved by the county superintendent of schools, pursuant to N.J.A.C. 6:22-7.1(b)*

*The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms, pursuant to N.J.A.C. 6:22-6.1*

*The temporary trailers shall be approved by the Bureau of Facility Planning Service*

*A district with a school or schools on split sessions shall fail to meet the standards of this indicator.*

### **Strategy 1: The Long-Range Facilities Master Plan was reviewed and revised and submitted to the New Jersey Department of Education on May 30, 2000 (N.J.A.C. 6:22-7.1)**

- The district engineer, in conjunction with the facilities department, reviewed and revised the Long-Range Facilities Master Plan in accordance with the New Jersey Administrative Code.
- The revised Master Plan includes the construction of ten (10) new elementary schools, which will house grades Kindergarten through 8, and one (1) new high school
- The Director of Facilities will over-see all new construction of school additions as well as upgrades to all substandard classrooms. In addition, the Director of Facilities will follow-up on the projects that are in progress.
- As indicated above, the revised plan was submitted to the Passaic County Superintendent of Schools on May 30, 2000. The district is waiting for the approval of the plan

*The district continues to identify facility problems and has presented a Plan to the State that outlines its endeavors to provide safe learning environments for students and teachers alike. The district has continued to monitor the scope of Sub-standard facilities and has removed or rectified same. The total number of sub-standard spaces waiting to be addressed two (2) as compared to thirty-three (33) in the 1998-1999 school year.*

7.8: Facilities Master Plan (continued)

**Strategy 2: The district will up-date the long-range facilities plan every five years from the original submission date of July 1, 1985 and submit same to the county superintendent of schools for review and renewal. (N.J.A.C. 6:22-7.1[b])**

The up-date of the Long-Range Facility Plan was submitted to the Passaic County Superintendent of Schools on May 30, 2000, and the district is awaiting approval

The plan includes the construction of ten (10) new elementary schools, which will house grades Kindergarten through 8, and one new high school. The Director of Facilities is currently overseeing all new construction of school additions as well s upgrades to all substandard classrooms. The Director of Facilities will follow-up on the projects that are in progress.

*The district continues to identify facility problems and has developed their Long-Range Facility Plan to correct them. The construction of new schools as well as additions to existing schools demonstrates the district's intention of providing learning environments, which take into consideration the safety, health, and welfare of the children. The district will strenuously continue its endeavors in this area.*

**Strategy 3: The district will adopt emergency provisions for accommodation of school pupils in substandard school facilities. (N.J.A.C.6:22-6.l)**

- Two remaining substandard classes will be modernized to code.
- Two trailers will be eliminated at School #15 when School #11 is constructed.
- The two substandard classrooms at School #26 were upgraded.
- Temple Emanuel, which houses Build Academy, and St. Paul's Church, which houses the Performing Arts Academy, will be renovated when the buildings are purchased by the district. The negotiations for the purchase are currently underway.

*The district has made a concerted effort to ensure the success of this strategy. The elimination of six (6) portable trailers demonstrates the district's intention of providing safe learning environments for the students. In addition, the on-going construction of additions at many of the schools coupled with the purchase and renovation of alternate sites further demonstrates the district's intent to be compliant with regards to this indicator.*



## I. Facilities

### A. Substandard Spaces

***Baseline 1998-1999***

***Benchmark 1999-2000***

***Benchmark 2000-2001***

<b><i>Total Spaces</i></b>	<b>Status of Spaces</b>
118	Identified in 1995
6	New Space Identified
124	Sub-Total
-56	Spaces Have Been Abandoned
-5	Changed and Are No Longer Used By Students
-61	Upgraded or Grand fathered
-2	Verified Still In Use to be Addressed ASAP
<b>124</b>	<b>Sub-Total of Addressed Spaces</b>
-97	Originally Removed
-25	Additionally Removed
<b>122</b>	<b>Total of Addressed Spaces</b>
33	Spaces Waiting to be Addressed
2	Spaces waiting to be Addressed
0	Spaces waiting to be Addressed

The number of Substandard Spaces in the District was identified as 118. From the original 118 spaces cited as in violation by the State and County, the number has been reduced to 0 spaces. The District has eliminated or upgraded all substandard areas.

The total spaces were 118 plus 6 that were identified by John Garcia, District Consultant. The sub-total number is 124 minus 56 that have been abandoned minus 61 spaces that have been upgraded by State DOE plan numbers. All 124 spaces have been addressed.

The Long-range Facility Plan (LRFP) for 2000-2005 was submitted to the Department of Education on May 14, 2000. The plan was approved on July 25, 2000 in the amount of \$639,625,542.

*Additional Comments:*

The annual building and safety review (“Checklist for the Evaluation of School Buildings”) was conducted and completed in October/November 1999 for all schools and central office. On July 2, 1999, the Facilities Department received the completed checklists, reviewed the forms and began to address the necessary repairs. Data is currently being collected on the status of all deficiencies on the checklist.

## **B. Capital Construction Projects**

Status of the “Capital Construction Projects”-

1. Sage	\$2,150,00.00	Complete
2. Renovation (Boiler Plants)	\$1,505,432.00	Complete
3. Renovation to Rutland Center	\$1,404,410.00	Complete
4. JFK Auditorium Seating	\$100,00.00	Complete
5. Old School #2	\$5.6 million	Complete
6. JFK TV Studio	\$662,000.00	Complete
7. Cafeterias at JFK and EHS	\$1,000,000.00	Complete
8. New roofs at EHS and JFK	\$2,119,000.00	Complete
9. Fire Alarms	\$1,626,883.00	Complete
10. Windows at EWK	\$959,000.00	Complete
11. Addition to MLK	\$2,792,221.00	Complete
12. Addition to school # 26	\$4,335,000.00	Complete
13. Renovation to Bauerle Field	\$1,667,510.00	Complete
14. Renovation 660 14 <sup>th</sup> Avenue	\$1,288,692.00	Complete
15. Market Street Mall	\$250,000.00	In Progress
16. School # 27	\$5.5 million	Complete
17. Temple Emanuel	\$250,000.00	In progress
18. Schools #20, #24	\$5,019,000.00	Complete
19. Schools #13, #21	\$5,914,000.00	Complete

**Indicator 8.1(e)**  
**Special Education Monitoring At A Glance**

**PATERSON PUBLIC SCHOOLS  
INDICATOR 8.1(E)  
THE MONITORING REPORT  
AT A GLANCE**

<b>Section I: General Provisions</b>		
<i>P</i>	<b>The district's overall classification rate has risen from 10.7% in 1998-99 to 13.5% in 1999-00.</b>	Ensure that district personnel, including administrators outside the Department, implement appropriate procedures for referral and classification of students.
<i>D</i>		Ensure that administrators provide appropriate documentation of interventions in the general education setting.
<b>D</b>		Ensure that administrators provide appropriate documentation that the nature of a student's problem is such that a direct referral is warranted.
<b>Section II: Free, Appropriate Education</b>		
<i>A</i>	<b>Improvement Plan does not include activities to correct the lack of needed materials and programs.</b>	Develop specific activities and timelines to address the lack of materials and programs.
<b>A</b>	<b>Improvement Plan does not include activities to correct scheduling conflicts.</b>	Develop strategies that will correct the scheduling conflicts.
<b>P</b>	<b>Staff reported that extended school year services are not consistently discussed during IEP meetings and are not available on a district wide basis.</b>	Revise Improvement Plan to ensure that extended school year services are considered and discussed and, when appropriate, provided for students in all disability categories, throughout the district.
	<b>Facilities issues have been provided to the County Superintendent's Office for further action.</b>	
<i>A/P</i>	<b>Students transferring into the district with IEPs requiring out-of-district placements automatically have their IEPs revised to programs that are available within the district.</b>	Revise the Improvement Plan to ensure that placement decisions for transfer students are based on the identified needs of the students and not on the availability of program options.
<b>O</b>		<b>Specify the provisions for on-going administrative oversight of the procedure.</b>
<i>A/P</i>	<b>Transportation services are delayed as long as 12 weeks, interrupting the educational program.</b>	Revise the Improvement Plan to ensure the timely provision of transportation.
<b>O</b>		<b>Specify the provisions for on-going administrative oversight of the procedure.</b>
<i>A/P</i>	<b>Principals remove 1:1 aides assigned to students without convening an IEP meeting.</b>	Revise the Improvement Plan to ensure that individual aides are provided as required by IEPs.
<i>A/P</i>		Revise the Improvement Plan to ensure that any change in the assignment of individual aides is brought about through the IEP process.
<i>A/P</i>	<b>Speech-language specialists are reassigned as regular education substitutes.</b>	Revise the Improvement Plan to ensure that strategies for addressing substitute teaching needs do not impede or interrupt the delivery of scheduled speech-language or other special education services.

**A = Activities; D = Documentation; E = Evaluation; I = Inservice; O = Oversight; P = Procedures  
June 12, 2001**

# PATERSON PUBLIC SCHOOLS THE MONITORING REPORT AT A GLANCE

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<b>Section III: Procedural Safeguards</b>		
<i>A/P</i>	Self-assessment identified that written notices of IEP meetings are not being provided to parents. Improvement Plan activity is insufficient to correct the problem.	Revise the Improvement Plan to ensure that notices of meetings and written notices are provided to parents as required by N.J.A.C. 6A:14.
<b>O</b>		<b>Specify the provisions for on-going administrative oversight of the procedure.</b>
<i>A/P</i>	Written notices of meetings do not contain the required components.	Revise the Improvement Plan to ensure that notices of meetings and written notices contain all required components.
<b>A</b>		<b>RECOMMENDATION THAT THE DISTRICT ADOPT THE STATE FORMATS FOR NOTICE ISSUED ON SEPTEMBER 29, 2000.</b>
<b>P</b>		Include a procedure for disseminating the revised documents to the Child Study Teams.
<i>A/P</i>	Parental Rights in Special Education (P.R.I.S.E.) is not readily available to CST members to give to parents.	Revise the Improvement Plan to ensure that the July 2000 version of P.R.I.S.E. (with corrected page 21) is available for CST members to provide to parents.
<i>A/P</i>	Parents and students are not consistently being notified that rights will be transferred to the student upon reaching age of majority.	Revise the Improvement Plan to ensure that parents and students are notified at least 3 years before the child reaches the age of 18 that the rights will transfer.
<b>A</b>		Recommendation that the district adopt the state model IEP format.
<i>P/D</i>	Staff reported that translators are always available but report was not verified in review of records.	Revise the Improvement Plan to ensure that translators attend meetings with parents whose language is other than English and that their presence is documented.
<i>P/D</i>		Include a component to ensure that notices are provided to parents in languages other than English.
<b>P</b>	District took an average of three months to respond to requests for independent evaluations.	Revise the Improvement Plan to ensure that the district responds to requests for independent evaluations within 20 days as required by N.J.A.C. 6A:14-2.3(f)5.
<b>Section IV: Location, Referral and Identification</b>		
<i>A/P</i>	Summer CST staffing is used to complete outstanding cases from the previous school year. Few, if any, new referrals are addressed during the summer.	Revise the Improvement Plan to ensure adequate summer staffing to address summer referrals.
<b>Section V: Protection in Evaluation and Evaluation Procedures</b>		
<i>NA</i>	District Improvement Plan is sufficient to address: insufficient bilingual staff to evaluate students in their native language when needed; improvement of functional assessment procedures, especially in the area of behavior; approval or rejection of outside reports submitted to the child study team.	

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**June 12, 2001**

# PATERSON PUBLIC SCHOOLS THE MONITORING REPORT AT A GLANCE

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<b>Section VI: Reevaluation</b>		
<i>A/P</i>	<b>Regular education teachers are not consistently attending the reevaluation planning meetings.</b>	Revise the Improvement Plan to ensure that regular education teachers participate in reevaluation planning meetings.
<b>Section VII: Eligibility</b>		
<i>A/P</i> <b>O</b>	<b>Parents receive written reports of their child's evaluation only when they request it.</b>	Revise the Improvement Plan to ensure that parents are routinely given a copy of their child's evaluation reports at the time of eligibility.
<b>Section VIII: Individualized Education Plan</b>		
<i>A/P</i>	<b>The Improvement Plan does not contain specific activities to address the delay in the implementation of IEPs due to insufficient teachers, lack of classes along the continuum, and delays in transportation.</b>	Revise the Improvement Plan to ensure that adequate staff, programs and transportation are available to implement IEPs.
<i>I</i> <i>E/O</i>	<b>The IEP team does not develop annual goals and objectives that are aligned with the general education curriculum. The Improvement Plan does not address this area of need.</b>	Revise the Improvement Plan to ensure that the CST and teachers have training in the Core Curriculum Content Standards. Include a mechanism to ensure that the training has brought about the desired outcome.
<i>O</i>		<b>Specify the provisions for on-going administrative oversight to ensure that the IEPs reflect Core Curriculum Content Standards.</b>
<i>A/P</i>	<b>Child Study Teams are not using the most recent IEP format. Format was computerized but all CST members do not have access to computers.</b>	Revise the Improvement Plan to ensure that considerations and required statements are included in the IEPs for students eligible for special education and related services as well as students eligible for speech/language services.
<i>A/P</i>		The Plan will address computer access for CST members.
<b>Section IX: Least Restrictive Environment</b>		
<i>A/R</i>	<b>The district identified through its self-assessment that a continuum of placement options was not available throughout the district. The Improvement Plan does not address this need.</b>	Revise the Improvement Plan to ensure that a full continuum of placement options exists.
<i>A/P</i>		Address strategies that the district will use to identify program needs throughout the district.
<i>A/P</i>	<b>Limited numbers of students with disabilities are participating in general education programs. Students placed in self-contained classes have limited access to general education.</b>	Revise the Improvement Plan to ensure that students with disabilities have access to general education programs.
<i>A/P</i>		Address how the district will coordinate planning activities between staff from the Department and other district administrators in the long range planning of district programs for all students.
<i>A/P</i>	<b>Teams continue to use different IEP formats that appeared to justify the special class placement as the first point of discussion with no consideration of program modifications and supplementary aides and services for the regular class.</b>	Revise the Improvement Plan to ensure that the IEP documentation of the LRE decision-making process follows the recommended format established within the recently revised version of the state model IEP.

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**June 12, 2001**

# PATERSON PUBLIC SCHOOLS THE MONITORING REPORT AT A GLANCE

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<i>A/P</i> <b>O</b>	Many students do not participate in extracurricular and/or nonacademic activities because there is no after-school bussing or they do not receive information about activities if they are in out-of-district placements.	Revise the Improvement Plan to ensure that students with disabilities have access to and can participate in extracurricular and nonacademic activities.
<b>Section X: Transition from School to Post-School</b>		
<i>A/P</i>	District staff reported that the district is not sending written notices of meetings to students or to agencies regarding IEP meetings. Invitations were given verbally.	Revise the Improvement Plan to ensure that students and agencies are receiving written notice of meetings.
<b>Section XI: Discipline</b>		
<i>A/I</i>	Manifestation determination meetings were not being conducted according to timelines required or not being done at all due to large caseloads.	Revise the Improvement Plan to include a training component to ensure district principals and child study team members are fully aware of the purpose of manifestation determination meetings.
<i>I/O</i>		The plan will address the training needs of newly hired CST members.
<b>P/O</b>	Special education teachers were not involved in the determination of the extent of services needed by the student when the student was suspended, either cumulatively or consecutively, beyond ten days.	Revise the Improvement Plan to ensure that special education teachers are included in the process to determine the extent of services the student will receive during the period of suspension.
<i>P/D</i>	CST members were not being informed routinely when their students were suspended.	Revise the Improvement Plan to ensure that case managers are informed in writing when students are suspended.
<i>A/P</i>	Functional Behavior Assessments and Behavioral Intervention Plans were not being conducted when needed.	Revise the Improvement Plan to ensure that functional behavioral assessments and behavioral intervention plans are developed.
<i>I</i>		Include a training plan for both components.
<b>Section XII: Statewide Assessment</b>		
<i>A/P</i> <b>D/O</b>	Instructional staff and CST members have no awareness of how to implement the core curriculum content standards, with modifications, at the student's grade level. Goals and objectives are developed using the core curriculum content standards at the student's functional reading level. Students are receiving the same instruction in content areas every year if reading levels do not improve.	Revise the Improvement Plan to ensure that students are accessing appropriate grade level content instruction to afford students the opportunity to participate in statewide assessments.
<i>A/P</i>	Accommodations and modifications are included in the students' IEPs, however they are not consistently provided.	Revise the Improvement Plan to include procedures to ensure that all modifications/accommodations listed in student IEPs are provided.
<i>O</i>		Plan must include an oversight component to ensure full implementation of this procedure.
<i>A/P</i> <b>I/O</b>	A specific locally determined alternate assessment has not been adopted.	Revise the Improvement Plan to ensure the adoption of an alternate assessment until such time the DOE develops one.

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# PATERSON PUBLIC SCHOOLS THE MONITORING REPORT AT A GLANCE

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Section XIII: Graduation Requirements		
<i>P/D</i>	<b>Graduation requirements are not consistently documented in IEPs.</b>	Revise the Improvement Plan to ensure consistent documentation of graduation requirements in IEPs.
<i>A/P</i>	<b>A written notice of graduation is not being sent to parent and adult students. Graduation is a change in placement and written notice is required.</b>	Revise the Improvement Plan to ensure that written notice is provided to parents/adult students prior to high school graduation.
Section XIV: Programs and Services		
<i>A/P</i>	<b>Students with educational disabilities are not included in the district academies and alternative programs.</b>	Revise the Improvement Plan to ensure that all students have the opportunity to be considered for placement in academy programs.
<i>A/P</i> <b>D/O</b>		Plan must include a mechanism to ensure team members have the necessary information regarding the different programs operated by the district as well as any admission requirements for these specific programs.
Section XV: Student Records		
<i>A/P</i> <b>I/O</b>	<b>In Cluster I and II, IEPs are maintained in CST offices. Teachers do not always have access to IEPs because CSTs are assigned to multiple schools.</b>	Revise the Improvement Plan to ensure consistent access to IEPs by teachers.
<b>A/P</b>		Include strategies to ensure that teachers are informed of these procedures.
<i>A/P</i>	<b>Not all cumulative files identified the locations of other records maintained by the district.</b>	Revise the Improvement Plan to ensure that all cumulative files identify the locations of other records.

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June 12, 2001